

Sherwood Primary School

Assessment Policy



October 2023

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Mission Statement

We are Sherwood. Each of us unique. As one family, we all thrive and excel together.

Rationale

Accurate, timely use of formative or summative assessment will support children's progress and help them meet aspirational targets. All assessment at Sherwood is used to inform planning, teaching, feedback and reporting.

All forms of assessment help us to define the stage that each child is at and determines the next step in their education. It will ensure early identification of children with Special Educational or additional needs, and those in need of further challenge, leading to timely provision.

It will ensure continuity and progression in our work with the children between year groups. It will communicate accurate information about the child and the cohort that is useful to senior leaders, teachers, children, parents and governors.

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Principles of Formative Assessment

Formative assessment, or Assessment for Learning, is the day to day ongoing assessment which enables teachers to identify the next steps in pupils' learning and to enable pupils to have greater involvement and responsibility for their own learning. Formative assessment is one of the most effective tools at a teacher's disposal. It includes:

- Clarifying, sharing and understanding learning intentions.
- Engineering effective discussions, activities and classroom tasks that elicit evidence of learning.
- Using effective questioning, enabling teachers and children to understand where they are in the learning process.
- Providing feedback (written or verbal) that moves learning forward.
- Activating children as learning resources for one another.
- Activating children as owners of their own learning.

These strategies are effective in moving learning forward and at Sherwood Primary School we are committed to developing and strengthening these skills with all our teachers. Please see our Feedback Policy for further detail.

Summative Assessment

Summative assessment provides a snapshot of attainment at the end of a unit, year group, key stage or when a pupil is leaving the school. It makes judgments about pupils' performance in relation to national standards and evaluates their learning. It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to National Curriculum expectations, and provides information to help teachers plan for the next steps in children's learning. At the end of each term, teachers will undertake summative assessments that will give an accurate picture of a pupil's current attainment.

Each term the following actions take place to support the summative assessment process:

- All children are assessed as working at, above or below year group expectations in all areas of the curriculum. There is clear curriculum guidance, produced by Subject Leaders, to support teachers with this task. Moderation is routinely carried out, in a cycle of subjects, to ensure teacher assessment is accurate. Judgements are recorded in an electronic assessment file and on the Lancashire Tracker for Reading, Writing and Maths.
- Teachers in Y6 and Y2 use past Sats papers and sample papers to benchmark children's attainment against national standards.

- Lancashire Maths Tests are completed in Years 1 – 6 with an end of Year standardised test also completed in Years 3 – 5.
- End of Year Standardised Reading Tests are completed in Years 3 - 6.
- As well as ongoing writing tasks, all children complete a piece of writing in a Progression Book which moves through school with them.
- 1:1 phonics assessments are carried out in EYFS and Year 1 to identify phases of Red Rose Letters and Sounds that have been secured, and existing gaps.
- Standardised Science Tests are completed in Years 1 – 6
- End of KS1 Assessments became non-statutory from the 2023 / 24 academic year onwards. All pupils complete the following, optional, tests at the end of Year 2:
 - Reading
 - Grammar, Punctuation and Spelling (GPS)
 - Mathematics

All of the information from these assessments is used to inform pupil progress meeting discussions. Strengths, gaps and next steps are identified, with further provision and intervention planned. This will include targeted provision for those with gaps or barriers to learning, as well as those working above year group expectations or making accelerated progress.

Statutory Assessment – Tasks and Tests

At regular stages throughout their Primary Education, children complete statutory assessments. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a child reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2. Personalised intervention is continued as they move through KS2.

Year 4 Multiplication Check

The MTC is an online assessment, designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of 25 timed questions. It will identify pupils who have not yet mastered this mathematical skill so additional support can be provided. This assessment is completed during a 3-week window in June by all children in Year 4.

End of Key Stage 2 tests

All pupils take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics

At the end of KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Improvement Plan.

Early Years Foundation Stage

In our Foundation Unit, teachers complete the Statutory Reception Baseline Assessment in the first half term of the academic year, which is made up of practical tasks using physical resources. Staff also complete wider assessments of what children can do through observation, discussion, questioning and focussed tasks. Information is used to inform planning and next steps for the children's learning. The Foundation staff (Teachers and Support Staff) have regular moderation meetings to ensure accurate assessment across the year group.

The EYFS profile is a statutory assessment of children's development at the end of the Early Years Foundation Stage and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs). It is intended to provide a reliable, valid, and accurate assessment of each child's development at the end of the EYFS. At Sherwood, staff use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. An electronic Learning Journey is updated throughout the year with evidence obtained through a range of strategies; observation, discussion, questioning, focussed tasks.

Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support.

Parents are an essential partner in the learning journey through Foundation and can add observations to it. At the end of the year all children are assessed on the Early Learning Goals and these are shared with parents, Governors and the Local Authority.

Year 1 teachers use the assessments at the end of Early Years Foundation Stage to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

Special Educational Needs and Disability

In each year group, we teach the national curriculum for that year. Assessment methods are adapted for some pupils with SEND. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are used at times with specific pupils. For example, this could be the use of larger print tests. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

High expectations apply equally to SEND pupils. Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

During termly meetings, teachers evaluate and plan with parents, personalised provision for those children on the SEND register. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Teachers work closely with the SENDCo in school. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

EAL

Approximately 46% of pupils at Sherwood are identified as having English as an Additional Language. The EAL leader is responsible for monitoring progress of our EAL learners, maintaining an EAL register, ensuring staff are well informed about the background and additional needs of individual EAL learners, and supporting staff to liaise with families of EAL learners. All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Curriculum planning takes account of the needs of EAL learners by building on their previous experience. EAL learners are assessed on entry in EYFS using the NASSEA framework, then again at the start of Year 3 and the start of Year 5. New arrivals to Sherwood are also assessed using this framework if English is not their first language. Language targets for next steps are then set where necessary. General progress in all subjects is assessed termly by teachers and monitored by the EAL subject leader. Provision for EAL learners is evaluated regularly and adapted as appropriate.

Data Analysis

Results from assessments are collected and used by staff to inform planning. Data is collected termly, and on transition, by Assessment and Subject Leaders. This is analysed and used to track pupil progress, improve learning and teaching and to generate targets. Data forms part of the Termly Pupil Progress Meetings held between Class Teachers and the Assessment Lead.

As part of termly visits, Nominated Subject Governors explore and discuss data with Subject Leaders. This is included as part of a termly report, shared with the Full

Governing Body. Detailed analysis is discussed, in-line with a cycle of monitoring, within the Governing Body Curriculum Committee. A separate meeting is held annually for the Full Governing Body, where school data, and analysis of standards, is presented by the School Assessment Lead. Data Analysis also forms part of the termly report to Governors presented by the Headteacher.

Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress. Our reporting procedures include:

Parent Consultation Meetings taking place twice a year

Annual Reports (including assessment against end of year government expectations)

The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors through a Head Teacher's Report

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Roles and Priorities

Assessment Lead will:

- ensure assessment materials available to teachers are effective in measuring children's progress across the curriculum and manageable for teachers.
- ensure tracking systems are effective in measuring children's progress and attainment across the curriculum. Monitor all tracking systems to analyse gaps in children's learning.
- deliver training to staff so that they use any assessment materials or tracking systems effectively, taking account of teacher feedback.
- organise and lead regular opportunities for teachers to moderate their assessments with either their year group partners, the next year group or colleagues in other local schools.
- organise termly progress and attainment meetings with class teachers.
- keep accurate records of children's progress, attainment and what additional interventions are taking place, measuring the impact of these

interventions alongside Class Teachers, Subject Leaders and the Senior Leadership Team. Groups of pupils (gender, Pupil Premium, SEN) progress will also be analysed and reported on.

- prepare reports for the Governing Board and work closely with governors to ensure they have an accurate understanding of the school's current position in comparison to national and similar schools.

Nominated Subject Governors will, for their subject:

- meet regularly with Subject Leaders to understand the strengths and areas for development, asking relevant questions and holding the school to account.
- have a clear picture of how assessment is carried out at Sherwood and monitor how effective this is.
- ensure that CPD and resources are provided to staff on carrying out assessment.
- become informed about relevant documents and legislation regarding assessment and understand local and national issues impacting upon assessment.
- help to ensure parents are kept informed about assessment of their subject in simple terms via the school's website.
- review information from assessment statistics, in order to contribute to the monitoring and evaluation of standards.
- ensure an awareness of the gaps in attainment and monitor what strategies are being used, and being effective, in narrowing the gaps.
- ask questions about the school's abilities to ensure assessment is accurate and that the data is used to inform policies and plans.
- ensure that Headteacher and senior leadership reports to governors include relevant data for the Governing Body to be able to fulfil its statutory functions concerning the educational performance of the school.

Class Teachers will:

- use daily and summative assessment to continually monitor progress and achievement of children in their class, exploring understanding and identifying need.
- act upon any next steps from regular assessment of children in collaboration with parents or SENDCo as necessary.
- use the most effective form of feedback for the children in their class. Ensure that feedback is acted on by all children and helps them to make good progress.
- update judgements on the Lancashire Tracker each term with teacher assessments for reading, writing, maths and science. Update other subjects in the wider curriculum once a term and record in an electronic profile. Keep any relevant records in their class assessment file.
- take part in regular moderation sessions with their year group partner, school staff and staff from other schools to support with accuracy of judgements.
- note where pupils are receiving additional interventions and support above and beyond Quality First Teaching. Regularly monitor the effectiveness of intervention and adapt as needed.
- meet with the Assessment Lead to discuss children's progress on a termly basis and follow up agreed actions.
- Liaise closely with parents to review and discuss pupil attainment, achievement and next steps.

Links with other Policies

These may be read in conjunction with this policy for further information.

- Curriculum Policies
- SEND
- Feedback
- Equal Opportunities
- SEND
- EAL
- Safeguarding

Approval

Approval date: October 2023

Review date: May 2026

Signed (Headteacher): 

Signed (On behalf of the Governing Body): 