



Awsworth Primary and Nursery School **Assessment Policy**

March 2025

The principles of assessment

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

Our Approach to Assessment

At Awsworth Primary and Nursery School, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Marking, which may be scanning of work to in depth marking with responses required from the children
- Recording assessment against objectives taught within each curriculum area
- Book checks to assess progress over a given period of time
- End of term progress assessments, including tests
- SEND Support Plan reviews of progress towards targets
- Termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children.

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- End of unit assessments, e.g. in mathematics, science
- End of year tests, usually in Reading Comprehension, Grammar, Punctuation & Spelling and Maths
- Unaided / independent pieces of writing

- Annual reviews for children with an EHCP or Statement of SEND
- Recording assessment against objectives taught within each curriculum area

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- EYFS Profile assessments
- Phonic screening assessments
- KS1 assessments
- KS2 assessments

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Pupil Progress Meetings are held with year group teams each term to review the progress of each cohort, individual classes, vulnerable groups and any pupils who are causing concern. Data is formally recorded termly to avoid adding unnecessarily to teacher workload.

The assessment policy has been created in consultation with staff. The Deputy Head is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the Curriculum & Pupils' Committee.

The criteria for its effectiveness are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum – within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of key stage results

As a school, children's work, marking and assessment is moderated within year groups, within key stages and across the school. Where available, the school takes part in moderation activities across the trust and works with other local schools to moderate in more depth.

How assessment outcomes are collected and used

A new assessment tracking system has been developed over the last academic year, replacing previously used levels. As before, and as outlined above, assessment is an ongoing process, using a variety of sources, for example verbal or written feedback to children.

For Reading, Writing, Spelling Punctuation & Grammar, Maths and Science, data is entered onto Arbor in Autumn, Spring and Summer. Teachers moderate within year groups, within and across key stages to ensure consistency. Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

Commented [EO1]: Do we now use Arbor to track progress?

Pupil Progress meetings continue to take place on a termly basis to review how well children are progressing against the objectives set, to identify objectives that need to be reinforced and to identify children who are not progressing as well as they should. Results inform next steps in teaching: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENCO or Speech and Language TA. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEND register.

The Head Teacher, Deputy Head and phase leads analyse data summaries to check progress of each class and year group against targets set and to check how vulnerable groups are performing. This information is discussed with teaching teams at the termly Pupil Progress meetings.

Information is shared and discussed with the Senior Leadership Team, curriculum coordinators in English, Maths and Science, the wider teaching staff team and governors. At whole staff meetings, staff are updated on headlines of children's progress.

Reporting to Parents

Information on how each child is achieving against the curriculum is discussed with parents at the Autumn and Spring Term Parents' Evenings and through end of year reports in the Summer term. Progress in reading, writing and maths is also formally reported to parents using the Pupil Progress Summary documents which are distributed at parents' evenings. Additionally, parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEND Support Plan reviews, PEP reviews and Annual Reviews for children with Statements of SEND or EHCPs.

Teacher assessments for the Phonics Screening Check, Reading, Writing and Mathematics in KS1 and Writing and Science at KS2 will continue to be reported to the government. KS1 and KS2 tests in Reading, Maths and GPS will follow the new assessment guidelines from the NCA.

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see the Marking Policy.

Target Setting

Targets are set for individual pupils across the school. These are for English and maths, but may also relate to other areas, such as behaviour, attitude and independence.

Targets need to be:

- Specific
- Measurable

Achievable
Realistic
Time related
Evaluated
Reviewed

Wherever possible, children should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets. Targets can be individual or group targets in order to meet the children's needs.

Ensuring teachers are able to conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings and Senior Leadership meetings. Principles and the rationale behind the assessment system are discussed at Key Stage and Pupil Progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend trust and LA training and cross moderate with other schools where possible. The implementation of the marking policy is discussed regularly, along with the importance of response marking. All staff are aware of the importance of making assessment meaningful; all of the above forms part of the School Improvement Plan.

Roles and Responsibilities

Assessment lead

- Update the policy in the light of DfE advice and requirements;
- Lead the development of the assessment policy;
- Organise staff training ensuring development of practice;
- Develop and help to monitor school assessment policy and practice;
- Keep up-to-date with current assessment thinking and practice;
- Ensure that assessment priorities are addressed in the School Improvement plan;
- Liaise with subject coordinators and class teachers;
- Organise access arrangements for National Assessments;
- Set challenging whole school targets.

Subject Co-ordinators

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny;
- Be the contact person for their subject for the LA;
- Analyse KS1 and KS2 SATs results and tracking information in their subjects;
- Advise staff of outcomes of assessment.

Class Teachers

- Make on-going assessments to inform their daily and weekly planning;
- Moderate children's work regularly within and across year groups (at least half-termly);
- Make formal, moderated assessments termly;
- Organise interventions for individuals and groups of children where required;
- Meet regularly with TAs to ensure the smooth running of interventions;
- Keep a record of children's achievements in line with this policy;

- Report to parents;
- In the case of Y2 and Y6, administer SATs;
- Use Assessment for Learning strategies in their lessons;
- Give children guidance and feedback on their work so they know how to make progress.

Senior Leadership Team /Key Stage Leaders

- Monitor assessment practices, including marking and strategies used in lessons;
- Interrogate analysis of data;
- Carry out half termly Progress Meetings with each year group;

SENCO

- Co-ordinates the identification and assessment of children with SEND;
- Monitors the effectiveness of interventions;
- Leads interventions where professional teaching skills are necessary;
- Liaises with the LA and stay up-to-date with available intervention schemes.

Moderation of policy

The Head Teacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.

Completed: March 2025

Headteacher: Ben Painter

Link Governors: Erika Owen

Review Date: March 2028