



Assessment Policy

Status	Current
Approval	Quality of Provision Committee
Date	November 2023
Maintenance	Quality of Provision Committee
Responsibility	Head Teacher
Date of next review	Autumn Term 2025

Why do we assess?

We believe that effective assessment is essential in developing teaching and ensuring that learning is transferring to long-term memory. Assessment gives us a clear picture of the learning needs and achievements of our pupils. It allows us to cater for children's individual needs when planning learning opportunities. It enables us to give detailed feedback on strengths and areas for improvement, empowering children to take ownership of their own learning. It helps us to ensure that all our children are meeting and, in some cases, working at greater depth within the age related expected standard. We strive to build a detailed knowledge of each pupil using a range of formative and summative assessment techniques. Parents and carers are given regular feedback on their child's progress through biannual parent/carers evenings; end of year reports, SEN provision map updates and through informal face-to-face meetings throughout the year. At Devonshire Road Primary School, we believe that it is important that teachers, children and parents/carers have all the information they need to ensure that we are giving each child the best life chances possible. We work together to raise standards for all of our children so that they can make choices about how they want to live their lives in the future.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what knowledge has been transferred to long term memory in each subject area;
- to help our children understand what they need to do next to further their learning;
- to develop our children's metacognition and independent learning skills;
- to support teachers in planning work that accurately reflects the needs of each child, including addressing any gaps in previous learning caused by missed education (COVID);
- to provide regular information for parents/carers that enables them to support their child's learning;
- to provide senior leaders and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

Formative Assessment

Formative assessment is something that teachers do constantly within lessons to ensure that a child is acquiring the intended knowledge being taught in the lesson. Teachers assess children's achievement in lessons when they talk with them, observe their learning, ask specific questions or mark a piece of work. They will often give the children a pre-assessment task before they start a new subject area. Formative assessment helps staff to put immediate extra provision in place when a child hasn't fully grasped a concept or when they have exceeded expectations and need to develop deeper learning. Specific feedback is an important part of the formative assessment process. We aim to give children a clear understanding of their achievement in each lesson. This can come from verbal feedback or through written marking.

Children also have specific targets that they work on over a longer period of time, and these are set by class teachers. The targets designed to remind them of which specific areas of the curriculum they need to develop in order to make progress. Reaching and achieving a target is celebrated with the children before we set a new target for them to work on moving forward.

Within foundation subjects, knowledge organisers and retrieval grids are used to help support their understanding of the unit of work. These are regularly used within daily teaching practice, as evidence shows that regular, low-stake quizzing has a beneficial impact on long-term memory/retention of the knowledge. Examples of these for each unit can be found on our website, or alternatively, you can request a copy from the class teacher.

At Devonshire Road Primary, we work hard to develop a growth mindset in our children; we want them to celebrate their achievements but also seek-out ways in which they can improve. We encourage children to reflect on their own progress through self and peer editing and marking. Staff set 'fix-its' and further challenges when marking; this enables us to specifically show children how they can deepen and extend their learning.

Summative Assessment

Summative assessment is carried out at three points throughout our academic year. The assessment method will vary depending on the age or ability of the children. Through our summative assessment cycle, we aim to ensure that each individual is achieving well and maintaining good progress in their learning against our curriculum objectives. Our termly summative assessment cycle also enables us to analyse if our children are achieving in line with their peers nationally and therefore enables us to ensure as a school that we are setting appropriately high standards.

Summative Assessment Methods

	Maths	Phonics	Reading	Writing	SPAG	Science	Non-core subjects
EYFS	Assessment made from evidence collected during continuous provision, structured play, independent and guided work.						Teacher assessment of work completed across the term
Year 1	White Rose	DfE phonics screening	NFER Only summer term	Teacher assessment	NFER Only summer term	Rising Stars Only summer term	
Year 2	KS1 SATS	DfE phonics screening (for certain children)	KS1 SATS	Teacher assessment	KS1 SATS	Rising Stars	
Year 3	White Rose	n/a	NFER	Teacher assessment	NFER	Rising Stars	
Year 4	White Rose	n/a	NFER	Teacher assessment	NFER	Rising Stars	
Year 5	White Rose	n/a	NFER	Teacher assessment	NFER	Rising Stars	
Year 6	KS2 SATS	n/a	KS2 SATS	Teacher assessment	KS2 SATS	Rising Stars	

In some circumstances, children who are working significantly below age-related expectations may take a test aimed at a lower year group, in-line with the level/content of work that they have been learning. This will be agreed by the Assessment Lead in conjunction with the SENCo.

Teacher workload is considered during assessment cycles. Normal curriculum planning expectations are suspended during assessment week and staff meeting time is allocated specifically for assessment; these are in place to ensure that the assessment cycle is not overly affecting staff workload and well-being. Support staff are allocated time during each assessment period to complete test analysis. This analysis gives specific information about whole class achievement in core subjects, focussing teacher planning further for the next term.

Further staff meetings are allocated to in-school and cluster school writing moderation, ensuring that teacher expectations are in line with national expectations. Writing moderation also gives staff a great opportunity to share excellent practice. School has compiled standard files for each year group for maths and writing to support staff in making their judgements.

Assessment Data

From the information generated during these assessment points, teachers report the standard each child is working at. To make this judgement, teachers use their professional judgement from their on-going formative

assessment, supplemented by the information generated from the summative assessments (for foundation subjects this standard is generated by formative assessment data alone). Maths and Reading subject leads moderate test scores against reported teacher assessment standards for each year group. Where there are significant discrepancies, the subject leads will moderate individual children's work and hold professional dialogue with class teachers, providing advice and support where necessary.

During Autumn and Spring, the standard reported is an 'on-track' judgement which predicts where a teacher thinks a child will be at the end of the year. In Summer Term, the standard reported reflects whether a child is working at age related expectations, is working at greater depth within the standard, or still working towards the expected standard.

In a small number of circumstances, a child with specific educational needs may be working within year group expectations lower than their year group.

	Working towards age related expectations (WTS)	Working at the expected standard for their age (EXS)	Working at greater depth within the expected standard (GDS)
EYFS	Emerging (Development Matters)	Expected (E)	n/a
Year 1	1C	1B	1A
Year 2	2C	2B	2A
Year 3	3C	3B	3A
Year 4	4C	4B	4A
Year 5	5C	5B	5A
Year 6	6C	6B	6A

Collecting summative data at two points in the year enables subject leads and the senior leadership team to make changes to provision for any children or cohorts that need extended support. For the core subjects, this is decided during our Pupil Progress Meetings (PPMs), which are professional conversations about pupil progress between class teachers and SLT. Teachers are given additional time for these PPMs to ensure that the assessment cycle does not place extra burden on teacher workload. Year 2 and Year 6's assessment cycle and PPMs run to a different timeframe to allow for the national SATs week, which takes place in May each year.

The data collected enables us to reflect on our provision for vulnerable groups of children compared to non-disadvantaged pupils. The whole school data is collated and analysed by our assessment leads and then reported to our school governors on a termly basis. The governors question SLT on data, helping us to ensure that the provision we give our children is of the highest quality and therefore ensuring the best life chances for our children.

Statutory Assessment requirements

EYFS

The Reception Baseline Assessment (RBA)

The RBA is a short assessment, taken in the first six weeks in which a child starts reception. This includes children who start school beyond the September intake. The assessment is completed by a member of staff who the child knows and by someone that has watched the RBA training videos. If a child isn't able to access the assessment, the head teacher can disapply the child from the assessment. Once the RBA has been completed, statements for each child can be downloaded and can be used as appropriate by the EYFS team.

Assessment at the end of the EYFS- the EYFSP

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

Year 1 teachers will be given a copy of the Profile report. These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1. Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile. The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Information to be provided to the local authority

Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.

Statutory Assessment in Key Stage One (KS1)

Phonics Screening

In Year 1, children's ability to recognise and blend sounds is assessed through the statutory Phonics Screening Check. The check occurs in June and is carried out by class teachers on a 1-1 basis. The children are assessed reading 40 words: 20 real words and 20 pseudo words (nonsense words). Once all checks have been completed, the Government releases a pass mark which is around 32/40. Reports are given to parents with their child's end of year report.

Any child who does not pass the Phonics Screening Check in Year 1, or any child who misses the screening in Year 1 (for example International New Arrivals), must retake the check in June the following year when they are in Year 2. Parents of these children receive the same report as children in Year 1.

Non-Statutory End of Key Stage Assessments in Key Stage One (KS1)

During Year 2, in May, children can participate in the non-statutory Standard Assessment Tests (SATs) to measure their attainment against national standards in Reading, SPaG (Spelling, Punctuation and Grammar) and Maths.

The tests will include:

- 2 English Reading papers (one with questions/answers in the same booklet and a more challenging one with separate reading and answer booklets). All children must be given the opportunity to take both tests regardless of their ability.

- 2 SPaG papers (one focusing on technical aspects of grammar and punctuation and one which is a spelling test).
- 2 Maths papers (one focusing on arithmetic and one focusing on mathematical reasoning).
- There is no writing assessment.

Test results are measured using a scaled score where 100 is the national standard expected. KS1 conversion tables will be published by the Government at the beginning of June each year so schools can calculate scaled scores.

As part of this non-statutory assessment, teachers can also submit teacher assessments for Reading, SPaG, Maths and Science.

Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- a hearing impairment
- a visual impairment
- English as an additional language

When planning for the tests, school thinks of any needs our pupils have and whether they will receive additional support as part of normal classroom practice. Some pupils may not be able to access the tests, despite the provision of additional arrangements.

Modified test papers are available for each of the KS1 statutory assessments and will be ordered by the Assessment Lead/Phase leaders.

Y2 SATs will be made non-statutory from 2023-2024 academic year

Statutory Assessment in Key Stage Two (KS2)

All children in Year 4 are required to take an online multiplication table check. This will assess their fluency with multiplication tables up to x12. The check will take less than 5 minutes with the children being given 6 seconds to answer each question.

During Year 6 in May, children must take the statutory Standard Assessment Tests (SATs) to measure their attainment against national standards in Reading, SPaG and Maths.

The tests will include:

- 1 Reading paper
- 2 SPaG papers (one focusing on knowing and applying grammatical terminology and the full range of punctuation and one which is a spelling test).
- 3 Maths papers (one focusing on mental arithmetic, two focusing on reasoning)

Children exceeding national expectations will not be required to take higher level tests as there will be a small number of questions on all test papers that will stretch the higher achievers.

All KS2 tests will be marked externally. Test results will be measured using a scaled score where 100 is the national standard expected. Raw scores, scaled scores and confirmation of attainment against the national standard are published by the Government in July each year.

Modified test papers are available for each of the KS2 statutory assessments and will be ordered by the Assessment Lead/Phase Leader.

As part of this statutory assessment, teachers must also submit teacher assessments for Writing.

Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- a hearing impairment
- a visual impairment
- English as an additional language

When planning for the tests, school thinks of any needs their pupils have and whether they receive additional support as part of normal classroom practice. Some pupils may not be able to access the tests, despite the provision of additional arrangements.

Performance Measures for School (taken from the document 'Primary School Accountability in 2023' (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1183466/Primary_school_accountability_2023_technical_guide.pdf))

'As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no relevant KS1 data which is required to calculate primary progress measures for 2023/24 and 2024/25.

Given the lack of a statistically robust alternative baseline to calculate primary progress measures, [the DfE] will not be producing or publishing primary progress measures for 2023/24 and 2024/25, and instead will only publish the usual attainment measures.

[The DfE] intend to return to producing progress measures using KS1 assessments in 2025/26 and 2026/27, ahead of the introduction of Reception Baseline Assessment (RBA)-KS2 progress measures from 2027/28.'

Roles and Responsibilities for Statutory Assessments (as per STA Assessment and Reporting Arrangements ARA) can be found on the following links:

EYFS Reception Baseline (section 5)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1153546/2023_Reception_baseline_assessment_assessment_and_reporting_arrangements.pdf

KS1 Phonics Screening Check

<https://www.gov.uk/government/publications/assessment-and-reporting-arrangements-phonics-screening-check/assessment-and-reporting-arrangements-phonics-screening-check#responsibilities>

KS2

<https://www.gov.uk/government/publications/2024-key-stage-2-assessment-and-reporting-arrangements-ara/2024-key-stage-2-assessment-and-reporting-arrangements#responsibilities>