



**USWORTH COLLIERY**  
PRIMARY SCHOOL

# Assessment Policy

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## Rationale

At Usworth Colliery Primary School we believe Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It must be incorporated systematically into teaching strategies in order to promote expected or better than expected progress for individuals, groups and cohorts. We use assessment to inform us about children's learning and believe that the monitoring and evaluation of pupil progress is essential in the raising of standards.

## Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Identify individual needs and set targets for future learning
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents, the Governing Body, the LA and outside agencies about progress and attainment
- Ensure a consistent approach to measure progress towards and against national expectations

## Types of Assessment

### Formative

Teachers firstly use formative assessment at the start of learning to assess pupils. This allows them to adapt teaching to the levels that children need to start from.

English	Maths	Science and Foundation Subjects
A 'Cold Piece' of writing, completed by each child at the beginning of each unit of work, allows the teacher to identify gaps, highlight the next steps for planning and deliver lessons that build on prior knowledge.	Explore tasks at the beginning of each lesson allow teachers to assess current levels of understanding and adaptive teaching is used to regroup children and identify where further support and challenge will be needed.	Prior to planning a sequence of work teachers gather evidence of pupils' prior knowledge. This highlights gaps and next steps for planning. Teachers also collect investigation questions and areas of pupil interest.

Following this is the ongoing, day-to-day assessment which is carried out by teachers during quality first teaching and is key to effective classroom practice. Children are involved in the process to ensure that feedback is meaningful and has an impact on their understanding. Objectives and expectations are shared with pupils so they are able to play an important role through self-assessment of their own learning by understanding lesson aims and the reasons for learning. Formative assessment is continually used by teachers to inform planning, teaching, resources, immediate support and immediate intervention.

In order for all children to make progress based on formative assessment, feedback needs to help children learn more effectively. To ensure this, children

- are given advice on how to improve
- act on advice using materials or equipment provided, working with their teacher or teaching assistant for help or by working with their peers.

### Formative assessment in Reading includes:

- Children's independent reading responses in English books
- Annotated planning documents/ guided reading notes
- Reading Plus programme in KS2 (with reports)
- Lexia Reading (with reports) for identified children

### Formative assessment in Writing includes:

- Cold and hot pieces' assessments
- Marking and feedback at the point of learning
- Marking ladders

### Formative assessment in Maths includes:

- Explore tasks at the beginning of each lesson
- Post assessments
- Hi5 class mental and oral work

- Peer and Adult marking within lessons to identify children who need immediate intervention
- Self-assessment and self-selection for guided teacher groups or immediate intervention

**Formative assessment in Science and Foundation Subjects includes:**

- Verbal and written feedback at the point of learning
- Bright Ideas time held in every lesson (Science)

**Summative Assessment**

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Pupil Asset. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out at the end of units or terms and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

End of unit tests are used periodically in maths and science to assess children in KS1 and KS2 and support teachers to make accurate teacher assessment judgements. These tests also highlight any misconceptions that may need to be revised, as a whole class or as individual interventions, before moving on to the next unit.

**Summative Maths and English Assessment across School**

Year	Term	Reading	Writing	Maths
1	Autumn	Termly PIRA Reading tests	Evidence from 'Hot Write' task  Termly HAST Spelling assessments	Evidence from class work (discussions, recorded notes and work in books).
	Spring	Termly PIRA Reading tests		
	Summer	Termly PIRA Reading tests Phonics Screener		
2	Autumn	Termly PIRA Reading tests	Evidence from 'Hot Write' task  Termly HAST Spelling assessments	WRH Assessment Evidence collected from books, including post assessments.
	Spring	Termly PIRA Reading tests  Mock SATS – previous years (a selection)		Mock SATS  WRH Assessment Evidence collected from books, including post assessments.
	Summer	SATS Termly PIRA Reading tests Phonics Screener Resits	Evidence from 'Hot Write' task  Writing Assessment Evidence of TAFs  Termly HAST Spelling assessments	SATS Evidence collected from books, including post assessments.
3	Autumn	Termly PIRA Reading tests	Evidence from 'Hot Write' task  Termly HAST Spelling assessments	Termly WRH Assessment  Post assessments.
	Spring	Reading Plus benchmark Assessment		
	Summer			
4	Autumn	Termly PIRA Reading tests	Evidence from 'Hot Write' task  Termly HAST Spelling assessments	Termly WRH Assessment  Post assessments.
	Spring	Reading Plus benchmark Assessment		
	Summer			

5	Autumn	Termly PIRA Reading tests	Evidence from 'Hot Write' task	Termly WRH Assessment
	Spring	Reading Plus benchmark Assessment	Termly HAST Spelling assessments	Post assessments.
	Summer			
6	Autumn	Termly PIRA Reading tests	Evidence from 'Hot Write' task	Baseline WRH Test Autumn 1
		Reading Plus benchmark Assessment	Termly HAST Spelling assessments	Evidence collected from books, including post assessments.
	Spring	Mock SAT (previous Y6 SAT)	SPAG – Mock SAT (previous Y6 SAT)	Mock SAT (previous Y6 SAT)
		Termly PIRA Reading tests	Writing Assessment Evidence TAFs	Testbase SAT style papers
		Reading Plus benchmark Assessment	Termly HAST Spelling assessments	Evidence collected from books, including post assessments.
	Summer	SATS		

Teacher assessments are recorded on Pupil Asset based on both formal and informal assessments completed across the term as well as evidence in books and performance in lessons.

Teachers also provide subject leaders and SMT with information as to whether each child is performing at, above or below expected level in all subjects on a yearly basis. In reading, writing and maths, judgements are made termly and where there are discrepancies between teacher assessments and formal scores final judgements are moderated with subject leaders.

For children working well below their age related expectations, PIVAT assessments are carried out half termly and collated by the SENDCo for analysis. This is shared with SMT.

### National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- **Beginning of EYFS** - Baseline Assessment is completed for each child within the first half term in Reception. This assessment includes Communication and Language, Literacy, Maths, Wellbeing and Involvement.
- **End of EYFS** - Early Years Foundation Stage Profile (EYFSP) completed for each child covering 17 Early Learning Goals. Children are assessed against Good Level of Development as outlined in Early Years Foundation Stage Framework.
- **End of Year 1** – Phonics Screening (repeated at end of Year 2 if the children don't achieve pass mark in Year 1)
- **End of KS1** - Year 2 SATs in Reading, Maths and SPAG and TA for Writing.
- **End of KS2** - Year 6 SATs in Reading, Maths and SPAG and TA for Writing.

### Key Groups

All individuals and cohorts are tracked, assessed and monitored throughout the year.

### Pupil Progress Meetings

During these meetings SLT and year group staff will focus on particular groups such as Pupil Premium, SEND, More able, Lower Attainers, Boys and Girls and consider individuals who are reaching/not reaching ARE and any children who are not making expected progress or reaching their target

**Governing Body:** Monitor whole school attainment and progress data through standards committee and through Full Governing Body meeting.

**Headteacher:** Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets

**SLT:** Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts and hold teachers to account through data based appraisal targets.

**Teachers:** Carry out regular, accurate assessment of pupils, in daily lessons and record assessments against objectives on Pupil Asset. They provide high-quality feedback and use assessment information to inform future planning.

**Support staff:** Support children with their learning as directed by class teachers, provide feedback on children's learning and run immediate interventions based of daily lessons as well as intervention programmes to support accelerated progress and plug learning gaps

**Parents/Carers:** Given the opportunity to support children with home learning to enhance basic skills with directed homework tasks and home reading.

### Assessment Criteria

Following the implementation of a new National Curriculum, the government removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, children will now be assessed in year group 'bands' which indicate how well they are accessing and understating the age appropriate curriculum. Using the assessment system Pupil Asset (PA\*) these bands are categorised as:

Standard	Explanation for each standard based on objectives taught so far; NOT the whole year group curriculum.	Detail of what that looks like in class and how to track these groups
Well below expected	Is working on <b>P-Scales</b> . Is working <b>2 years or more below</b> age related expectations and is <b>following a different curriculum</b> to the rest of the year group.	These children's actual <b>P-Scales</b> need to be recorded. These children <b>are on the SEN register</b> and their progress needs tracking through the <b>SEN tracking system</b> . <b>Support plans</b> will identify <b>subject specific actions</b> .
Below expected	Is working on a curriculum <b>one-year group below</b>  <b>OR</b> Is <b>accessing correct year group curriculum</b> with <b>heavily personalised support and scaffolding</b> .	These children need support in class and some <b>other intervention</b> to enable them to <b>catch up</b> . They are struggling to access the curriculum and regularly need <b>support/ differentiated tasks/scaffolds</b> . The presumption will be that this child is working <b>confidently within the year group below</b> and /or <b>working in correct curriculum but with significant gaps</b>
On Track	Is working towards meeting year group expectations. <b>Is able to access the correct curriculum but has significant gaps in their learning</b> . Struggle to embed concepts and nearly always need <b>some scaffolding or support</b> . Can often not apply their learning independently.	These children are <b>not</b> reaching expected standard <b>at this point in time</b> but with extra support they <b>will be able to</b> . These are the <b>target children</b> who need <b>regular II, planned intervention where appropriate</b> and need to be <b>considered carefully</b> when planning, teaching and marking.
Expected	Is <b>currently achieving age related</b> objectives from correct year group curriculum. Is <b>on track to meet some, but not all</b> , of the end of year expectations. Is <b>more often than not successful</b> at learning new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.	The teacher is confident that these children are <b>able to assess the appropriate curriculum</b> , are becoming <b>fluent</b> and accurate and are beginning to <b>apply skills</b> within the appropriate curriculum. <b>Sometimes</b> these children <b>may need extra intervention and II to plug small gaps and keep them on track</b> .
Just above expected	Is <b>on track to meet end of year expectations</b> . They are usually successful learners, at their year group level, showing <b>good understanding of over 80% of the objectives taught</b> . They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.	These children are confident and <b>on track</b> . They <b>may have elements of greater depth</b> . These children should be supported to develop independence and begin to develop their own ideas and push themselves to try more difficult tasks and work at a higher level.

Above expected	Is <b>meeting all age related objectives</b> and can apply those skills independently. Is able to apply skills in a range of contexts making few errors. Is starting to apply skills in a range of contexts.	These children are <b>working at greater depth</b> and should be continually supported to <b>deepen</b> their understanding, <b>make links</b> and <b>apply their skills</b> in a wide <b>variety of contexts</b>
Well above expected	Is <b>mastering all year group expectations</b> and is able to <b>apply knowledge</b> and understanding to <b>unfamiliar contexts</b> without support. They make very few errors and can often explain or justify their ideas. They may even demonstrate significant skills and knowledge beyond the curriculum, consistently applying their skills in a range of contexts.	These children show a <b>gift or talent</b> for the subject and are already at greater depth. They need to be supported to push their learning on through open ended tasks and a <b>wider variety of experiences</b> and learning. In some cases/areas these children can be working <b>above their age appropriate curriculum</b>

Each objective for Science and Foundation Subjects can be assessed as either: *not yet taught* (white), *is below the expected standard* (red), *at the expected standard* (green) and *above the expected standard* (blue). PA\* refer to these as DNA ticks. If children are unable to access the age appropriate curriculum they need to be taught from a previous year group curriculum and supported to 'catch up'. Rapid graspers and more able pupils will be taught from the age appropriate curriculum but in greater depth with a wider application of age appropriate skills. Using the DNA ticks and test results teachers can give individuals an overall grade (band) on a termly basis of *beginning developing embedded* or *mastered*. Children do not need to master one year group before they move into the next year group. (This band is for pupils who demonstrate greater depth of understanding)  
All these assessments are recorded on PA\*.

### Communication with Parents

Children's attainment and progress is discussed with parents and carers at Parent Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. Termly and end of year reports comment on children's attainment and progress and key assessment data is included in these reports.

### Marking/Feedback

Marking and feedback is an integral part of assessment and for further details please refer to the Marking and Feedback Policy

### Early Years Assessment

Within 6 weeks of the child starting they will be given a 'baseline' assessment. Alongside this Reception staff use professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. To arrive at this judgment we use information from parents/ carers, previous setting and any other agencies which may be involved with the child e.g. Speech and Language Team.

Formative Assessment are used throughout the year monitors development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children and recorded online using SeeSaw. Parents, Carers and other providers are asked to contribute to these using 'Wow Moments from Home.' Data is recorded half termly using Pupil Asset.

**Other relevant policies/guidance:** - Marking and Feedback policy  
All individual subject policies

Previously agreed: September 2017

Agreed Date: 24.09.19

Review Date: 3 years

Signed.....

Head Teacher

Date.....

Signed.....

Chair of Governors

Date.....