



USWORTH COLLIERY
PRIMARY SCHOOL

Assessment Policy

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Approved by:	Curriculum	Date: 30.01.23
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Last reviewed on:	January 2023
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Next review due by:	January 2026
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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 consider pupils' prior learning. This informs next steps for planning, areas to revisit and where teachers can make links within in new learning.

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
- Floor books with children's group and independent responses in Y1/2/3
- Discussion based observations from guided reading lessons
- 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 running records to assess fluency and comprehension Phonics Reading Assessment Books 21-24 Books 25-30 Books 31-36 Phonics Screener	Evidence from 'Hot Write' task Termly HAST Spelling assessments	Evidence from class work (discussions, recorded notes and work in books).
	Spring			
	Summer			
2	Autumn	Termly running records to assess fluency and comprehension	Evidence from 'Hot Write' task Termly HAST Spelling assessments	Evidence collected from books, including post assessments.
	Spring	Termly running records to assess fluency and comprehension Mock SATS – previous years (a selection)		Mock SATs (2022-23 only) Evidence collected from books, including post assessments.
	Summer	SATS Phonics Screener Resits	Evidence from 'Hot Write' task Writing Assessment Evidence of TAFs Termly HAST Spelling assessments	SATs (2022-23 only) Evidence collected from books, including post assessments.

3	Autumn	Termly running records to assess fluency and comprehension	Evidence from 'Hot Write' task Termly HAST Spelling assessments	Post assessments.		
	Spring					
	Summer	Reading Plus Benchmark Assessments				
4	Autumn	Termly running records to assess fluency and comprehension	Evidence from 'Hot Write' task Termly HAST Spelling assessments	Post assessments. STA Multiplication Check		
	Spring					
	Summer	Reading Plus Benchmark Assessments				
5	Autumn	Termly running records to assess fluency and comprehension	Evidence from 'Hot Write' task Termly HAST Spelling assessments	Post assessments.		
	Spring					
	Summer	Reading Plus Benchmark Assessments				
6	Autumn	Termly running records to assess fluency and comprehension Reading Plus Benchmark Assessments	Evidence from 'Hot Write' task Termly HAST Spelling assessments	Baseline Evidence collected from books, including post assessments.		
	Spring				Mock SAT (previous Y6 SAT) Termly running records to assess fluency and comprehension Reading Plus Benchmark Assessments	SPAG – Mock SAT (previous Y6 SAT) Writing Assessment Evidence TAFs Termly HAST Spelling 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.
- **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.
- **Year 4 - Multiplication Check**
- **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 P-Scales . Is working 2 years or more below age related expectations and is following a different curriculum to the rest of the year group.	These children's actual P-Scales need to be recorded. These children are on the SEN register and their progress needs tracking through the SEN tracking system . Support plans will identify subject specific actions .
Below expected	Is working on a curriculum one-year group below OR Is accessing correct year group curriculum with heavily personalised support and scaffolding .	These children need support in class and some other intervention to enable them to catch up . They are struggling to access the curriculum and regularly need support/ differentiated tasks/scaffolds . The presumption will be that this child is working confidently within the year group below and /or working in correct curriculum but with significant gaps
On Track	Is working towards meeting year group expectations. Is able to access the correct curriculum but has significant gaps in their learning . Struggle to embed concepts and nearly always need some scaffolding or support . Can often not apply their learning independently.	These children are not reaching expected standard at this point in time but with extra support they will be able to . These are the target children who need regular II, planned intervention where appropriate and need to be considered carefully when planning, teaching and marking.

Expected	Is currently achieving age related objectives from correct year group curriculum. Is on track to meet some, but not all , of the end of year expectations. Is more often than not successful 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 able to assess the appropriate curriculum , are becoming fluent and accurate and are beginning to apply skills within the appropriate curriculum. Sometimes these children may need extra intervention and II to plug small gaps and keep them on track.
Just above expected	Is on track to meet end of year expectations . They are usually successful learners, at their year group level, showing good understanding of over 80% of the objectives taught . 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 on track . They may have elements of greater depth . 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 meeting all age related objectives 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 working at greater depth and should be continually supported to deepen their understanding, make links and apply their skills in a wide variety of contexts
Well above expected	Is mastering all year group expectations and is able to apply knowledge and understanding to unfamiliar contexts 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 gift or talent 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 wider variety of experiences and learning. In some cases/areas these children can be working above their age appropriate curriculum

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 2019

Agreed Date: January 2023

Review Date: January 2026

Signed.....

Head Teacher

Date.....

Signed.....

Chair of Governors

Date.....