



# **Whitefield Primary School**

## **Assessment Policy**

**Updated October 2021**

**Review date: September 2022**

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## Statement of intent

At Whitefield Primary School we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential. We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
  - Specific
  - Measurable
  - Achievable
  - Realistic/relevant
  - Time bound
- Acknowledging achievement.
- Working with other agencies as needed.

## Implementation

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the SEND Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report<sup>1</sup> and DfE guidance on assessment and accountability reforms for primary schools.<sup>2</sup>

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<sup>1</sup> DfE and Standards and Testing Agency (2015) 'Commission on Assessment Without Levels: Final Report'

<sup>2</sup> DfE (2014) 'Reforming assessment and accountability for primary schools'

## Impact

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
  - Celebrate the achievements of pupils and identify areas for development.
  - Inform pupils of their progress and give guidance on how to improve.
  - Guide planning, teaching, additional support, curriculum development and the creation of resources.
  - Communicate with parents/carers and the wider community about our pupils' achievement.
  - Provide information to ensure continuity when a pupil changes year group or leaves the school.
  - Comply with statutory requirements.
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### 1. Legal framework

1.1. This policy has been created with regard to the following DfE guidance:

- DfE (2014) 'Reforming assessment and accountability for primary schools'
- DfE (2017) 'Primary assessment in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'

### 2. Key roles and responsibilities

- 2.1. The **governing board** has overall responsibility for the implementation of the Assessment Policy and procedures.
- 2.2. The **governing board** has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. The **headteacher** has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- 2.4. The **headteacher** is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.
- 2.5. The **headteacher** is responsible for managing statutory assessment.

- 2.6. The **assessment leader** is responsible for collecting and interpreting assessment data and updating the senior leadership team and governing body on this.
- 2.7. The **SENCO** is responsible for maintaining the SEND register, coordinating individual support, implementing systems for identifying, assessing and reviewing Individual Target Plans for pupils, and analysing data for specific groups of children (SEND, EAL, Pupil Premium, Ever 6)
- 2.8. **Class teachers** are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and writing and reviewing Individual Target Plans.
- 2.9. All staff, including teachers, support staff and volunteers, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO, assessment leader and headteacher.
- 2.10. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- 2.11. Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments

### **3. Training of staff**

- 3.1. We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.
- 3.2. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular training as part of their development.

## 4. Definitions

4.1. Whitefield Primary School accepts the following definitions for the purpose of this policy:

“**Assessment**” is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

**Diagnostic assessment:** Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

**Formative assessment:** Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

**Summative assessment:** Activities which assess final achievement at the end of the year.

**Individual Target Plan:** An individualised plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

## 5. Types of assessment

5.1. Whitefield Primary School acknowledges that assessment will take place in a range of different ways for different subjects; however, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

5.2. Types of assessment carried out include (but are not restricted to):

- oral feedback, self-assessment, peer assessment, group assessment, targeted questioning, written feedback that links to assessment criteria, and use of examination materials.

5.3. Teachers will provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective, self-evaluation using traffic lights or annotating pupils' own or a peer's work to demonstrate appropriate features or use of criteria.

## **6. Scheme of assessment**

- 6.1. National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. Whitefield Primary School has implemented the following scheme of assessment which addresses

Please consult the scheme of assessment and assessment cycle documents in Appendices A, B and C for further information.

- 6.2. Summative assessments are used to assess what a pupil can do at a particular point in the learning journey. Performance in summative assessments will also be measured against age-related expectations. We utilise a range of published formal summative assessments.

## **7. Formal tests**

- 7.1. At Whitefield Primary School we aim to produce independent learners; encouraging our pupils to be creative and develop a lifetime love for learning.
- 7.2. To ensure that pupils are ready for their secondary education when they leave Whitefield Primary School, we will continually monitor the progress of pupils through teacher-led assessments and statutory formal assessments.
- 7.3. Pupils in Year 2 and 6 will undertake national curriculum tests, commonly called SATs. The results give an opportunity to compare pupils nationally, which will ensure that schools are helping pupils to learn, understand and make progress in English and mathematics.

### **Early years foundation stage (EYFS)**

- 7.4. In reception, an Early Years Foundation Stage Profile (EYFSP) will be completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS.
- 7.5. Each child's level of development will be assessed against the early learning goals. The EYFSP will indicate whether a pupil is meeting expected standards of development ('expected'), or if they are not yet meeting the expected levels ('emerging').

- 7.6. The school's Year 1 teachers will be provided with a copy of the EYFSP, along with a short commentary on each pupil's skills and abilities; this copy will help to inform a dialogue between Reception and Year 1 teachers regarding each pupil's stage of development.
- 7.7. Parents will also receive the results of the EYFSP in the form of a written summary of all 17 areas of learning, and will be given an opportunity to discuss any concerns with the teacher who completed the profile.
- 7.8. Early years providers will supply a copy of the EYFSP to the LA. LAs are required to return the profile to the relevant Government department.
- 7.9. The EYFS will :
  - Make ongoing observations
  - Complete relevant records of observations
  - Communicate with parents.
  - Hold discussions with any other adults whom the teacher or parents of the pupil judge to offer a useful contribution to a pupil's attainment.

## **KS1**

- 7.10. Towards the end of Year 1, pupils will complete a phonics screening check. Any pupils who do not meet the required standard will be required to repeat a phonics screening check in Year 2.
- 7.11. At the end of KS1, pupils will undergo teacher assessments in mathematics and reading which will be informed by externally-set, internally-marked tests. Additionally, there is an option to complete externally-set test in English grammar, punctuation and spelling.
- 7.12. Formal tests will not be strictly timed and are likely to be incorporated into everyday classroom practice, for example, through spelling tests.
- 7.13. The proportion of pupils achieving the expected standard in English reading, English writing, mathematics and science will be published at a national and local authority level.

## **KS2**

- 7.14. At the end of KS2, formal externally-marked tests, for mathematics, English reading, and an English grammar, punctuation and spelling test, will be taken on dates specified by the examination board.
- 7.15. Teacher assessment judgements are made in English reading, English writing, mathematics and science.



- 7.16. If a pupil is absent, they will be allowed to take the formal tests up to five school days after the specified date.
- 7.17. Science sample tests are conducted biennially. The next tests will be administered in June 2022. A national sample of approximately 9,500 pupils are randomly selected to sit a science test, based on 5 pupils from 1,900 schools; meaning that there is a possibility that pupils from Whitefield Primary School may be required to sit a science test in addition to their other statutory tests. Results are reported as national data only and individual results are not returned to schools or pupils.

## 8. Target setting

- 8.1. Pupils with SEND may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives (or equivalent), depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria.
- 8.2. Stepped, short-term and medium-term targets that lead to the long-term learning goals are shared with children (in age appropriate language) and parents.

## 9. Tracking and reviewing progress

- 9.1. Teacher's assessments in English and maths are recorded on a tracking tool (Target tracker) which lists objectives and statements derived from National Curriculum objectives. For each objective / statement, judgements can be made at **beginning** to understand or apply, **mastered** or have shown **greater depth** of understanding. Pupils should only be judged to have achieved an objective / statement when they have mastered them. In order to master an objective, pupils must be able to demonstrate that they have :
- Learned the skill/concept
  - Practised the skill
  - Applied the skill
  - Applied the skill/knowledge in a different context
- 9.2. 'Steps judgements' are then made on the basis of these statements, other assessments and teachers' professional judgement of whether children are beginning to access work in their year group, are working within the expectations of their year group or are secure in their year group key learning. These judgements are recorded electronically on the Target Tracker at 3 key assessment points throughout the year; Autumn term 2, Spring term 2 and Summer term 2.

9.3. Pupil progress meetings for each year group are scheduled termly and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming.
- Pinpointing barriers to learning that occur across classes, eg attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.
- Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.

## **10. Homework**

10.1. Depending on the year group, homework is given daily and/or weekly. An outline of typical tasks and the frequency of homework is outlined below. Further detail of homework arrangements can be found in the school's **Homework Policy**.

## **11. Marking and feedback**

- 11.1. Marking of pupils' work will follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved.
- 11.2. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.
- 11.3. Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).
- 11.4. For marking and feedback strategies refer to the **Marking and Feedback policy**.
- 11.5. Achievement is rewarded in the following ways:
- Verbal praise
  - Share with other children / classes
  - Class dojos
  - House points
  - Work stickers
  - Praise pad notes
  - Merit Certificates

- Head-teacher's awards

## **12. Records and record keeping**

- 12.1. Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:
- Pupil work and work books, Target Tracker, pupil progress meeting records and reviews, and the Early Years Foundation Stage Profile (EYFSP).
- 12.2. At the EYFS, each child's developments and achievements are recorded in the EYFSP (optional from September 2016), which is based on teachers' ongoing observations and assessments.
- 12.3. Summative assessment records, such as KS1 and KS2 examination results, are kept electronically and held for six years after the year of the examination.
- 12.4. Formative assessment records, such as pupil work, are passed on to the next class teacher.

## **13. Standardisation and moderation**

- 13.1. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:
- Collaboration with colleagues
  - Partnership with colleagues from other schools within the WRIST group
  - Attendance at LA sessions to ensure judgements are in line with other schools/academies

## **14. Reporting**

- 14.1. Reports promote and ensure the following:
- Positive home/school relationships
  - Information for parents/carers
  - Opportunities for discussion with parents/carers
  - In some cases, information for partnership agencies
  - Targets for pupils
- 14.2. A written report for each pupil is sent to parents/carers twice yearly. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in

terms of national age-related expectations. Targets for English and mathematics are also set.

- 14.3. For pupils at the end of key stages 1 and 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.
- 14.4. Parents are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn and Spring terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times.
- 14.5. Class teachers or the headteacher may invite some parents for an interview to discuss their child's progress, if required.
- 14.6. The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report.

## **15. Relevant policies**

- 15.1. This policy also links to the Homework Policy and Marking and Feedback Policy.

## **16. Policy review**

- 16.1. This policy is reviewed **annually** by the senior leadership team in partnership with school governors and curriculum leaders. Any necessary changes are made and communicated to all members of staff.
- 16.2. The scheduled review date for this policy is November 2022.

## Appendix A – Assessment materials, tools and tests

<p style="text-align: center;"><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Focussed marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny</li> <li>• Summative tests – Headstart scaled comprehensions</li> <li>• Teacher-planned comprehension tests/activities</li> <li>• Phonic phase assessments (including flashcards)</li> </ul>
<p style="text-align: center;"><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Focussed marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny</li> <li>• Writing samples (independent where possible)</li> <li>• Phonics assessment (spelling of high frequency words, ‘best bet’ assessment activities, observation of spelling of graphemes/alternative graphemes)</li> <li>• Results of class tests (weekly spelling tests)</li> <li>• Summative tests</li> </ul>
<p style="text-align: center;"><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Focussed marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny</li> <li>• Results of weekly mental maths / times tables tests</li> <li>• Summative tests - Whiterose end of unit / Headstart scaled tests</li> <li>• Teacher planned activities</li> </ul>
<p style="text-align: center;"><b>Foundation subjects and science</b></p>	<ul style="list-style-type: none"> <li>• Focussed marking</li> <li>• Teacher planned tasks / activities</li> <li>• CUSP assessment materials (Science, History, Geography)</li> <li>• Kapow assessment materials (Art)</li> </ul>

## Appendix B – School assessment schedule

<b>Autumn one</b>	<ul style="list-style-type: none"> <li>• On entry data for EYFSP in reception (non-statutory).</li> <li>• EYFS baseline completed.</li> <li>• Parents' consultation meetings.</li> <li>• Phase group assessment moderation meetings.</li> <li>• SEND intervention trackers reviewed.</li> <li>• Pupil progress meeting and end of year targets reviewed. Target groups identified.</li> <li>• Meet with previous teacher for further updates / advice.</li> <li>• Target tracker statements updated (on-going).</li> <li>• Foundation subject CUSP assessment completed for each unit.</li> </ul>
<b>Autumn two</b>	<ul style="list-style-type: none"> <li>• Phase group assessment moderation meetings.</li> <li>• Target tracker statements updated (on-going).</li> <li>• Target tracker Steps judgement made: Reading, Writing, Maths, Science</li> <li>• Foundation subject CUSP assessment completed for each unit.</li> <li>• Summative assessment week.</li> </ul>
<b>Spring one</b>	<ul style="list-style-type: none"> <li>• Parents' consultation meetings.</li> <li>• Phase group assessment moderation meetings.</li> <li>• SEND intervention trackers reviewed.</li> <li>• Pupil progress meeting and end of year targets reviewed. Target groups identified.</li> <li>• Target tracker statements updated (on-going).</li> <li>• Foundation subject CUSP assessment completed for each unit.</li> </ul>
<b>Spring two</b>	<ul style="list-style-type: none"> <li>• Phase group assessment moderation meetings.</li> <li>• Target tracker statements updated (on-going).</li> <li>• Target tracker Steps judgement made: Reading, Writing, Maths, Science</li> <li>• Foundation subject CUSP assessment completed for each unit.</li> <li>• Summative assessment week.</li> </ul>
<b>Summer one</b>	<ul style="list-style-type: none"> <li>• Phase group and cross phase assessment moderation meetings.</li> <li>• End of year reports produced.</li> <li>• Prepare class hand-over folders.</li> <li>• Year 6 SATs.</li> <li>• Year 2 SATs.</li> <li>• LA SATs moderation meetings for Reception, Year 2 and Year 6.</li> <li>• Target tracker statements updated (on-going).</li> <li>• Foundation subject CUSP assessment completed for each unit.</li> </ul>
<b>Summer two</b>	<ul style="list-style-type: none"> <li>• Summative assessment week.</li> <li>• Target tracker statements updated (on-going).</li> <li>• Foundation subject CUSP assessment completed for each unit.</li> <li>• Target tracker Steps judgement made: Reading, Writing, Maths, Science</li> <li>• Target tracker updated with Y1 phonics check results.</li> <li>• Target tracker Step judgement made: foundation subjects</li> <li>• Year 1 phonics check.</li> <li>• Pupil progress meeting.</li> <li>• Report EYFSP to LA (non-statutory after September 2016).</li> <li>• Report Year 1 phonics assessment results to LA.</li> <li>• Report Years 2 and 6 SATs results to LA.</li> <li>• Report all results of statutory assessments to parents/carers.</li> <li>• Annual reports sent to parents/carers.</li> <li>• End of year parent transition meetings.</li> <li>• Class handover meetings (current teacher meets receiving teacher to share information).</li> </ul>

## Appendix C – The assessment cycle

