



### Why assess?

Educators need to be able to monitor, evaluate and analyse children's learning in order to ensure good progress is made. In order to build a picture of what each individual pupil can do, staff at Priestsic undertake a range of assessment activities, both formative and summative, as part of daily practice.

### Formative assessment

Opportunities for formative assessment occur every day in every lesson. It is important that we focus on high quality, in-depth teaching of the National Curriculum, supported by regular, in-class formative assessment of learning. Effective day to day formative assessment helps teachers (and pupils) measure knowledge, skills and understanding, enabling them to build up a picture of what a child can do over time. Effective assessment takes into account pupils' strengths as well as areas where they need support. It identifies misconceptions and gaps in learning, thus enabling the teacher to support and intervene in order to close the gap. We aim to give regular, effective and efficient feedback to pupils, therefore supporting the learning and progress of all pupils.

During day to day assessment of learning, staff must consider the following:

- What will this assessment tell me about the pupils' knowledge, understanding or skills?
- How can I ensure that pupils are assessing their own learning and communicating that to me?
- How will I communicate my assessments to the child in a way that helps them to understand what they need to do to improve and make progress? (See the Feedback Policy).
- How can I ensure that my approaches to assessment are inclusive of all abilities?
- How can I use the information I gain to inform my planning for future lessons? How can I improve, adapt or target my teaching as a result?
- What follow up action should I take to plug gaps and support progression?
- Do I need to record the information gained from this assessment? How can I do so efficiently? Can the information I have gained be used to inform progress against the subject Key Assessment Criteria?

We endeavour to ensure that we undertake 'responsive teaching' at all times, where analysis of learning leads to appropriate future teaching.

When teachers mark work and feedback to pupils it is important to indicate whether the pupil has secured the knowledge, skill or/and understanding. (See Feedback Policy for further information.)

### Summative assessment

To support assessment against the end of year Key Assessment Criteria and give further supporting evidence, summative assessment opportunities are used at no more than 3 key points in the school year. These are carried out in reading, writing and maths. They give pupils the opportunity to assess how well they have understood their learning taught over a period of time and give parents an understanding of achievements and progress. They give teachers the opportunity to evaluate their teaching and its impact, and ensure that pupils are progressing well within the year group Key Assessment Criteria. They also allow school leaders to monitor performance of pupil cohorts and identify areas for intervention.

### Priestsic Primary School's Assessment System

Our assessment system comprises year group specific statements which pupils are assessed against in reading, writing and maths. These criteria are modelled on the National Curriculum year group objectives. They allow teachers to ensure that pupils are securing the knowledge, skills and understanding that are pertinent to their specific year group. It is not a 'ladder' system. Pupils will not move onto the next year group's expectations if they have secured their own. Teachers will ensure that these pupils are given opportunities to deepen their understanding within their own year group's curriculum. The statements used to assess children's progress against are called the 'Key Assessment Criteria'.

As the specific curriculum objectives are taught (in reading, writing and maths), teachers begin to assess which 'Key Assessment Criteria' the pupils are secure in. As pupils attain the knowledge, skills and understanding, teachers will judge whether the pupil is 'secure' and, therefore can be said to have achieved the Key Assessment Criteria and, therefore, 'on track' to be working at their end of year expectations.

In EYFS, pupils are assessed against all Areas of Learning and Development. Year group specific statements are split down into three checkpoints during the year to support children to progress towards achieving within the Early Learning Goals at the end of Foundation 2.

## How do we track progress?

If pupils are demonstrating that they are developing an appropriate understanding and knowledge and are, therefore, developing and securing appropriate skills, they will be considered to be 'on track' to meet the end of year expectations.

Pupils will be tracked throughout the year and will be considered to be:

- **On track** to achieve age related expectations (*On track to achieve WA*)
- **On track** to be working at greater depth within the end of year expectations. (*On track GDS*)
- **Not yet on track** to be at age related expectations/greater depth
- **On track to be working towards** the age related expectations
- **Not yet on track to be working towards** the age related expectations
- If pupils are demonstrating that they are achieving beyond their end of year target they are showing *accelerated progress* (A.P.) and this will be recorded in their termly assessments.

Pupils in EYFS are tracked throughout the year and will be considered against the three checkpoints to be

- **Working at** the expected standard for that stage in the year (**WA**)
- **Working towards** the expected standard for that stage in the year (**WT**) – children are just below expected standard
- **Working below** the expected standard for that stage in the year (**WB**) – children are working at a level that is far below what is expected
- **Greater Depth (GD)** – children are working at a deeper level for that point in the year that shows they have mastered the knowledge and/or skills

## When and how do we assess?

- Formative assessment is on-going. Children are given regular opportunities to work independently, away from the direct point of teaching. Opportunities are provided to apply their reading, writing and maths skills across the curriculum. These are good opportunities to see whether skills, knowledge and understanding are secure. Learning opportunities such as flashback four, quick maths, find and fix and cold/hot task activities are effective ways to assess pupils' learning.
- Summative assessment opportunities are undertaken in reading, writing and maths. These will be analysed and the outcomes used to assess against the Key Assessment Criteria. Question level analysis is undertaken to identify gaps and strengths. Findings are then fed into future learning.
- Outcomes of the tasks/tests will be used to support the judgements made and can be used as further evidence that pupils have secured certain key assessment criteria.
- There are formal assessment periods 3 times a year (i.e end of Autumn, end of Spring, Summer 2 (or Summer 1 for Year 2 and 6)).
- A summative judgement is made 3 times a year. These judgements are made by summarising pupils' learning against the Key Assessment Criteria for each subject - reading, writing and maths.
- Moderation of learning/outcomes, both within year groups, between year groups, between key stages and between schools is crucial and occurs each term.
- In EYFS, a baseline assessment takes place on entry to F1 or F2 and then at the end of each term.
- The Reception Baseline takes place within the first 6 weeks of children starting in F2.

## Assessing non-core subjects and science

Progress and attainment in non-core subjects and science are assessed against the subject specific key assessment criteria. These set out the key knowledge (both substantive and disciplinary) as identified on the school's progression summaries and detailed progression maps. The assessment system follows the 'assessment by omission' principle. Pupils who are showing good understanding and knowledge of the curriculum and those in need of further support are identified. Teachers assess as they teach and undertake summary assessments termly against the subject key assessment criteria. Opportunities for retrieval and revisiting learning are planned in. Subject leaders are responsible for collecting and analysing assessments in their subject.

## What will happen at the end of the year?

- A summative judgement will be made at the end of the year regarding whether the child has met the majority of key assessment criteria and, therefore, is **at** age related expectations, working at **greater depth** within their age related expectations, **working towards** age related expectations or **working below** age related expectation.
- Year 2 will take the non-statutory end of key stage assessments and Year 6 pupils will undertake the statutory end of key stage assessments. They will be given a scaled score that indicates whether they are at the age

related expectations. Year 2 pupils will be teacher assessed against Teacher Assessment Frameworks (TAFs) using tests to support the teacher judgement. In writing, Year 2 and Year 6 pupils will be assessed against the TAFs.

- Year 1 pupils will undertake the statutory phonics screening check.
- These judgements will be moderated within and between year groups and quality assured by senior leaders.
- At the end of Foundation 2, the EYFS Profile will be completed and children's achievements against the Early Learning Goals (ELGs) will be recorded. Children will receive a 1 for working towards the ELG and 2 for working at the expected standard – within the ELG.

### **Reports to parents**

At the end of each year, families receive a full report detailing progress and achievements across the curriculum. Families will be provided with information regarding pupils' achievements in the end of year expectations in Reading, Writing and Maths. In Foundation 2, the report will detail pupils' achievements with the Characteristics of Effective Learning.

### **Staff support**

Good understanding of assessment is developed through moderation and standardisation activities throughout the year. Staff meetings and INSET days will be utilised to share good practice, assessment ideas and support staff in making judgements.

It is the role of subject leaders to ensure that all staff are well placed to make accurate judgements and have a secure understanding of the standards in their subject. Subject leads will provide support for teachers throughout the year.

This policy should be read in conjunction with:

- Feedback Policy
- SEND Policy
- Subject specific policies
- Early Years Foundation Stage Policy