

CHALK RIDGE PRIMARY SCHOOL



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Next review – December 2027

Headteacher: Miss Sue Jackson

Assessment Policy

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives will be set and children's progress and attainment expressed and monitored. This should be done in partnership with the children so that they have a shared ownership of their learning, and full understanding of their next steps in learning and how this will be supported and enhanced.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any issues and monitor progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability and we fully understand and work for equality of opportunity.

We strongly believe that solid and robust assessment for learning, lies at the heart of quality first teaching and learning experiences (see our Teaching and Learning Policy). Assessment for learning is happening all of the time to ensure that children's next steps are right for them, appropriately challenging, and well supported and enhanced. This is so that our children can make progress at the appropriate rate.

Aims

This policy aims to:

- provide clear guidelines on our approach to formative and summative assessment
- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- clearly set out how and when assessment practice will be monitored and evaluated.

Principles of Assessment

Ensuring that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- high quality, personalised teaching is supported and informed by high quality formative (on-going) assessment
- the school ethos promotes and emphasises the opportunity for all children to succeed through being taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring the school's effectiveness in ensuring children's progress, attainment and wider outcomes
- assessment provides information which is clear and consistent across the school
- assessment supports informative and productive conversations with pupils, parents and colleagues
- children take responsibility for their endeavour, are encouraged and supported to reflect on their own progress, understand their strengths and identify what they need to do to improve

- we carry out our assessment processes without adding unnecessarily to teacher workload
- assessments used are appropriate for and inclusive of all ages and abilities
- a wide range of assessments are used including within-lesson assessment for learning, retrieval practise, exit and entry tasks, marking and feedback, assessments associated with specific interventions for pupils with SEND, termly tracking, pupil progress meetings and end of year statutory national tests.

Assessment Approaches

At Chalk Ridge Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a picture of where their child's strengths and weaknesses lie, and what a child needs to do to improve.

A range of day-to-day formative assessments will be used including, for example:

- reference to the success criteria, titles and individual targets
- retrieval practice
- fluency practice
- exit and entry tasks
- making use of rich and directed questioning
- marking of pupils' work and self-editing by pupils
- verbal feedback
- observation
- scanning work for pupil attainment and development
- discussions with children
- pupil self-assessments
- peer marking
- pupil conferencing
- partner talk
- self-guided learning

Through this formative assessment we will:

- Support children in measuring their knowledge and understanding against learning objectives/intentions and wider outcomes, identifying where they need to target their efforts to progress.
- Ensure that misconceptions, lack of confidence with different strategies and gaps in learning are identified at the individual level and that every child is appropriately supported to make progress and meet age-related expectations.
- Ensure that the school's feedback and marking systems are followed rigorously and that pupils are given the opportunity to regularly respond to verbal or written feedback.
- Enable children to take a key role in assessing their own progress through self and peer editing and assessment.
- Ensure that feedback and reflection is used to inform planning for the next day and give children a clear task to do that shows them how their learning can be improved.
- Use in-lesson observation of children's learning and focused questioning to determine next steps for individual or groups of children.
- Develop pupils' ability to evaluatively self-assess and peer mark.

- Ensure that pupils are provided with success-criteria to enable them to make accurate judgements about their own progress.
- Pupil conference so that we have a clear picture of individual reasoning and pathways, and so that we can effectively challenge and acknowledge thinking.

In-school summative assessment

In school summative assessment is when teachers make a judgement about what a child has achieved compared to expectations. It enables:

- **Senior Leadership Team and Improving Standards Lead** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress.
- **Teachers** to evaluate learning at the end of a unit of work and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the progress, attainment, and wider outcomes of their child across a period of time.

At Chalk Ridge Primary School, teachers' feedback and assessment will be used to track pupils' progress towards age-related expectations. The school uses the Hampshire Assessment Model and Testbase to track ongoing progress and attainment in reading, writing and maths, and is developing its own year group specific tracking for the foundation subjects, using the National Curriculum objectives.

Using the Hampshire Assessment Model and Testbase, we have ongoing tracking documents as well as specifically timed data drops into Insight for each of the three phases of the model: December, March and June. At each phase, children can be recorded as WBS (these children are working below standard) WTS (working towards standard), EXS (these pupils are on track for Age-Related Expectations by the end of the year), and GDS (children are on track for greater depth in the expected standard). Pupils cannot be awarded EXS at the end of the year unless they have achieved all of the skills within that phase. Pupils who are not reaching the required milestones can easily be identified. Termly pupil progress reviews are held with the Improving Standards Lead to determine where the school needs to provide intervention for those children to enable them to catch up and keep up with their peers or deepen their knowledge.

In the foundation subjects we record children as met the expectations or not met. This is in line with KS2 Science attainment.

As well as identifying specific pupils requiring interventions in order for them to catch up and keep up, maintain progress and achieve the ARE, the on-going tracking and summative assessment will be used to:

- Inform parents about attainment, progress, and wider outcomes.
- Make judgements about pupils' attainment and progress against the objectives and with a judgement about pupils' attainment of ARE.
- Evaluate outcomes for specific groups of pupils across the school, to include pupils who are eligible for pupil premium funding, those with SEND, pupils from minority cultures or backgrounds, Children Looked After or those with EAL.
- Inform teachers in the subsequent year groups what has been achieved by each child and areas that need to be addressed for them as they move into the next school year.
- Enable school staff at all levels to critically evaluate the impact of their practice and will feed into the appraisal process.
- Form a key part of the school's self-evaluation process.
- Inform school improvement planning at all levels.
- Transition in school and on to secondary school.
- Inform the Governors of progress and attainment using the school's tracking system at the end of each of the three phases.

Other summative assessments include:

- Standardised tests such as Vernon, Salford and Sandwell
- Testbase termly assessments in years 1, 2, 3, 4 and 5 in reading and maths
- Assessment of foundation subjects on Insight

- Short end of topic or unit tests or tasks
- Entry and Exit tasks
- Reviews for pupils with SEND
- Pupil Passports
- Baseline assessment in Early Years
- Teacher assessments at the end of KS2
- SATs at the end of KS2
- Question level analysis

The results of the National Standardised summative assessment tests (which are detailed below) are always viewed in conjunction with teachers' daily tracking of pupils and progress evidenced in children's books.

National Standardised Summative Assessments

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. This will include specific groups of children such pupils who are eligible for pupil premium funding, those with SEND, children from minority backgrounds or with EAL and children who are in the care of the local authority. The national assessments will also provide parents with information on how the school is performing in comparison to schools locally and nationally. The outcomes of these assessments will enable the school to evaluate the accuracy of our internal tracking systems compared to nationally validated expectations and outcomes.

Teachers and curriculum leaders have a clear understanding of national expectations and will be able to assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. Outcomes of nationally standardised summative assessments will be used to inform priorities for school improvement.

The range of national standardised summative assessments will include:

- Baseline at the beginning of YR
- Good Level of Development at the end of YR
- Year 1 Phonics screening
- Year 2 Phonics re screening
- Multiplication Table Check in Year 4
- KS2 SAT tests in Reading, Maths, Spelling, Punctuation and Grammar

Diagnostic: In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special education needs and any requirements for support and intervention. Some LSAs will have specific training to enable them to deliver and analyse the outcomes of these diagnostic assessments.

Standardisation/Moderation

The school engages in a wide range of moderation activities to ensure that there is consistency in the judgements made about the attainment and progress of our children. This will include across school moderation, monitoring by the English and maths leaders, moderation events hosted by Hampshire County Council and cluster moderation events organised between schools.

Records and Record Keeping

Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways, these include:

- termly summative assessments recorded on Insight
- focused observations of learning
- written and verbal feedback to pupils about learning
- teacher annotations on planning, both medium and short-term plans
- interactive displays focusing on learning progress or skills
- pupil self-assessment and peer assessment, e.g. response partners, talk partners, peer feedback
- children's work
- data analysis by the Assessment Lead, subject leads and the Improving Standards Lead
- Venn diagrams
- Pupil progress reports
- foundation stage profile
- annual reports to parents
- SATs and optional SATs
- test results
- English and maths moderation notes
- Writing grids
- Online platforms such as Numbots, TTRS, LbQ and Spelling Shed

At the end of each term all teaching staff are part of pupil progress reviews which are clearly linked to closing gaps with specific children to reach expected or greater depth within English and maths. Specific smart targets are set which are clearly linked to interventions and planning. These are tracked and monitored by subject leads, Improving Standards Lead, Assessment Leader and SLT.

Reporting to parents

Reports promote and provide:

- good home /school relationships
- information for parents
- an opportunity for discussion with parents
- targets for the child

A written report for each child is sent to parents, once a year, in the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age-related expectations for the core subjects.

During parent consultation meetings in the Autumn term, parents will have the opportunity to discuss how their child is settling into school/the new school year and any issues which may have arisen from the previous year, or through personal circumstances over the summer. Targets and next steps will be discussed and how these can be supported and enhanced at home. During the Spring term another parent's consultation meeting will be held to review progress and identify ways parents can support their child.

At the end of the summer all children receive an end of year report (YR to Y6). In Years 1 to 6, reports will contain detailed qualitative and quantitative information on attainment in reading, writing, maths and science, and information defining whether children are working below (WBS), towards (WTS), at (EXS), or exceeding age-related standard (GDS), met or not met. In other curriculum subjects, information will be provided in line with key curriculum objectives and strands taught across the year. A detailed class teacher comment will be provided with regards to learning behaviours and attitudes. Attendance information will also form part of the school report.

For children at the end of Key Stages 2, additional information including details of the SATs testing will also be provided. The results for the Multiplication Check will be included on the Year 4 report and for children in Year 1 (and in Year 2 where re-takes took place), Phonic Screening outcomes, definitions and meanings, will

also be provided as part of their end of year reports. Year R reports will detail if the child has meet a Good Level of Development (GLD).

Parents are invited to attend formal consultation meetings with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times and this is communicated throughout the year as part of the open culture of the school.

During parent consultation meetings parents will have the opportunity to look at their children's work across the curriculum. They will also, with the class teacher, review the targets set at the previous parents' evening, further next steps, and current attainment.

Much of the school information and outcomes are reported via the school website, in line with statutory guidance, and that of good practice in developing and maintaining an open culture across the school community, strengthening both transparency and accountability. Through school communication, parents are encouraged to refer to, and use this information in understanding how the school reports attainment and progress, expectations for children in each year group, and how this can be supported and enhanced at home.

Assessment, Record Keeping and Reporting in the Foundation Stage

The main EYFS assessment method is through continuous observations of children. Observations take place on a daily basis (both formally and informally). All EYFS members of staff make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are used to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. This will be planned through learning contexts, including both adult focused activities and child-initiated play.

Baseline assessment is carried out using the EYFS Profile during the children's first six weeks of entering the school. Judgments made on children's development in the Profile are based on evidence of children's behaviour observed independently and consistently in their self-initiated activities across all areas of learning and development.

Parents receive an annual report that offers comments on each child's progress in Communication, Literacy, Maths and the Characteristics of Effective Learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. Information about whether a child has achieved a 'Good Level of Development' (GLD) is also included. We complete these in June each year.

Target Setting and reviewing progress

Target setting fits into the annual assessment calendar. Targets are set for children in Year 1 to Year 6 for reading, writing, maths and science. We use statutory assessment data and FFT to support our judgements.

Children in the Foundation Stage begin with targets where necessary based around their individual needs, before they are set targets which focus on developing reading, writing and mathematical skills, usually by their first term in Year R.

Pupil Passports are reviewed termly for SEND children using the plan, do and review process.

We track children's progress throughout the year on Insight and ensure that we track the attainment of all groups of children across the school so that we can ensure an equality of opportunity in teaching and learning provision.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Training

Upon joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In professional development meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Lead will ensure that best practice is shared and keep up to date with latest research. The Assessment Lead will attend Local Authority Primary Assessment Network meetings and subscribe to the weekly Assessment Update email from Standards and Testing Agency. External assessment systems will be continually reviewed and evaluated to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data and following up on actions.

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring and Evaluation

This policy will be reviewed every two years by the Assessment Lead. At every review, the policy will be shared with the Standards and Curriculum Committee.

All teaching staff are expected to read and follow this policy.

The Assessment Lead will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinise, pupil progress meetings and data analysis.