

Title	Author	Approved		Review Date
Assessment Policy	S. Russon	Latest Update: Governors	January 2025	January 2027

Cliffe VC Primary School

Assessment Policy

Assessment is an integral part of exemplary teaching and learning in our school. Our assessment practices ensure teaching is relevant and appropriately pitched so that pupils have the best opportunities to progress.

All staff in our school are involved in regular discussions and training regarding assessment for learning strategies, teaching and learning and feedback and marking. (This policy should be read in conjunction with 'Teaching and Learning' and 'Feedback and Response' policies)

Our practise is based upon the following underpinning principles for Assessment.

Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress.

Assessment allows all pupils to demonstrate what they know, understand and can do

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest

- Assessment outcomes are used in ways that support development and maintain high self-esteem.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgements are moderated to confirm their accuracy.

Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessments represent a clear pathway of progress and development.
- Assessment objectives set high expectations for learners.

Assessment is appropriate

- The purpose of the assessment process is clear.
- Conclusions regarding pupil achievement are valid.
- Assessment draws on a wide range of evidence to provide a complete picture of a child's achievement.
- Assessment is used effectively and only as required in order to allow pupils, their parents and teachers to plan for future learning.
- Pupils are assessed at their learning stage rather than their chronological age.

Assessment judgements are formed according to consistent principles

- Results are readily understandable by parents.
- Results can be used in comparison with other schools.

Assessment outcomes provide meaningful, useful and understandable information for:

- Pupils in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning;
- School leaders and governors in planning and allocating resources;
- Government and agents of government.

Assessment feedback inspires greater effort and a belief that, through hard work and practice, challenge and a greater depth of understanding can be achieved

- Teachers promote self-motivation and independence in learning
- Children adopt a growth mind-set

The assessment principles outlined above form a continuous cycle of assessments which is summarised in the diagram below:



Criteria for Assessment in Early Years Foundation Stage:

Children in our Foundation Stage are assessed against the Development Matters Framework (Nursery and Reception) and the Early Learning Goals (Reception). Assessments are made against the Prime and Specific areas of Learning. Baseline assessments are completed within the first six weeks of the autumn term for children in Reception. Assessments are updated half termly based on evidence gathered through observation, targeted activity and application of learning through self-initiated tasks. Observations of children are recorded electronically, but this is supplemented by evidence recorded in 'Learning Journeys'.

Discrete phonics assessments are also undertaken for all children in EYFS and updated on a termly basis using the agreed school format.

We work closely with other local settings in order to ensure that assessment information is effectively shared prior to pupils transferring from one setting to another.

Criteria for Assessment in KS1 and KS2:

Assessment criteria are derived from the national curriculum. These are short, discrete, written, qualitative and concrete descriptions of what a child is expected to know and be able to do in each subject area.

The achievements of each pupil are assessed against the relevant criteria throughout the school year, as and when teachers feel a child has demonstrated progress. A summative assessment is made at the end of each term.

We want our children to have a secure understanding of the concepts they are taught so that they are able to apply these and use them in a range of contexts. This approach values the mastery of skills, through which children will develop an in depth understanding of the concepts they are learning.

As a school, we understand the term 'mastery' to mean:

Mastery "[Mastery] is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content) – Commission on Assessment without Levels, Sept 2015, p24

- Our approach values the mastery of skills. All our teachers promote mastery in order for children to gain a deeper understanding of the concepts they are learning. This is reflected in our approach to differentiated tasks within the classroom and through the provision of work promoting deeper understanding and application.
- Children will be expected to apply their learning in different contexts therefore deepening their understanding. They will be encouraged to make connections between concepts. Mastery is not just about knowing a fact but using information skilfully in increasingly more difficult situations and a range of contexts.

- Those children who have competently mastered the skills and objectives for their year group and are performing at the highest expectation will be provided with suitable extension work that challenges thinking at a higher level rather than accelerating through the content for the next year group.

Formative assessment (day to day)

Formative assessment is a continuous process and used to ascertain children's understanding and progress. It is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and so that teaching can be tailored accordingly to meet children's needs.

Assessing children's learning on a day-to-day basis may take the form of:

- Questioning – probing questions - whole class, group and individual level
- Verbal discussion/ dialogue between pupils
- Whiteboard feedback - (show me, hold up 'x', solve this etc..)
- Feedback from marking
- Observations of learning approaches and application in practical activities
- Scrutiny of work produced
- Open ended tasks where children have the opportunity to 'prove' their understanding
- Use of short sharp assessments based upon specific learning objectives/blocks of learning to support teacher judgements and identify gaps in learning
- Children's evaluations of their own learning and self-assessment

Marking and feedback is used to inform children of the progress they are making. This is done regularly with particular emphasis placed on independent work and on-going assessments.

Assessment of a child's understanding is also supported by: -

- Working walls
- Success criteria
- Children knowing their targets, strengths and areas for development

Summative assessment

Summative assessment is an assessment of a child's skills, knowledge and understanding at the end of a unit of work, the end of a term or at the end of an academic year.

This is an assessment of where a child is according to our assessment criteria and enables teachers to evaluate how much a pupil has learned.

Termly and end of year judgements will be made against the end of year expectation and recorded on our whole school tracking document. These judgements are drawn from the bank of evidence collected through formative assessment. We make use of assessments from a variety of sources and ensure these are gathered over a period of time. We ensure children have opportunity to demonstrate their skills in a range of contexts and all assessments feed into any judgement made.

Materials supporting teacher's summative judgements include:

- No More marking writing assessments
- Standardised NFER assessment tasks for each year group in Reading.
- Standardised NFER assessment tasks for each year group in Maths.
- RWI and national phonics assessments.
- Writing grids, used against a collection of independent written work.

These forms of assessment, whilst providing a standardised score, also support the identification of gaps in teaching or in a child's understanding and are analysed and fed back into planning and classroom teaching.

Nationally standardised summative assessment (used by the Department for Education) Data is collected by the Department for Education at the end of Y1 in Phonics, Y6 when standardised testing takes place in Maths, Reading and Writing. These are externally marked. The DfE also collect data at the end of the Foundation Stage. This is used for comparison with other schools and other similar schools. In addition the DfE collect data at the end of Y1 to analyse pupils' understanding of letters and the sounds that they make through the phonics screening check.

Year 4 national multiplication check to assess children's understanding of times tables.

Assessment is used to track progress and help inform teachers of the next steps that children need to make in order for them to meet the end of year age related expectations.

There are 3 assessment points that are set towards the end of each term each year. Schools have the option to do further assessments should they need to, for example in phonics, if this is part of external support arrangements.

Years 1-6

Reading, writing and maths are assessed at the set assessment points each term. This will be using a combination of teacher assessment and results from NFER tests for reading and maths and comparative marking judgements for writing.

At the autumn and spring assessment points teachers will need to assess as to whether children are **on track** to meet the age related expectations at the end of the year. NFER tests will help make this judgment as they are nationally standardised tests for a particular point of the year.

At the summer term assessment points teachers will assess whether children have **met** the age related expectations.

Children will be assessed as being SEND, working towards, Expected, Greater Depth (SEND, WTS, EXS, GDS).

SEND children are the very few children who are unable to access the appropriate year's curriculum. The SENCO of school's in conjunction with headteachers will decide who will be classed as SEND for assessment purposes. Those few children identified as SEND will be tracked using a nationally recognised assessment system, such as B Squared (or an equivalent assessment system). In Headteacher reports there must be a detailed analysis of the progress made by SEND pupils rather than relying upon the charts produced in Scholarpack. Selby Educational Trust acknowledges that for some SEND pupils their progress from different starting points may be slower than other pupils, however their Individual Education Plans will assist the assessment process and be clear in their next steps.

Working towards will indicate that the children are not on track to meet age related expectations at the end of the year (autumn and spring term assessment points) and having not met the age related expectations at the end of the summer term. Teachers will pin-point interventions that will be provided to ensure these pupils move towards 'Expected' by the next assessment point.

Expected will indicate that children are on track to meet age related expectations (autumn and spring assessment points) and have met the age related expectations at the summer assessment point.

Greater depth will indicate that children are on track to exceed age related expectations (autumn and spring assessment points) and have exceeded the age related expectations at the summer assessment point.

These will be points in time judgements and analysed by key leaders to inform children's progress.

Pupil Progress meetings

Pupil Progress meetings involve a professional dialogue between teachers and the Head Teacher. Meetings focus on targeted groups and the progress they are making and any other children who have become a concern, including any new entrants. Meetings also focus on those at risk of falling behind. This is a robust process involving challenge to ensure children are targeted appropriately, interventions are well matched and support is provided to overcome barriers to learning and support accelerated progress.

IPM Reviews

Individual Provision Map Reviews take place for children who are on the Special Needs Register and require additional intervention or external support. They involve input from all adults working with the child in school, the child and their family members in addition to any professionals from external agencies that may be involved with a child. These reviews address the successes and the target areas for the child and any additional interventions or support that maybe required. Careful tracking of SEND children is undertaken by the SENDCO to ensure these children have the best opportunities to make accelerated progress.

For most students, IPM meetings are typically held at least once every term (3 times a year). This allows the school to monitor progress and make any necessary adjustments to support plans in a timely manner.