



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Assessment Policy

Completed by: Miss Williams

Date Implemented: September 2023

Review date: September 2024

Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL
MEMBER



Assessment Policy

At Stanley Crook Primary School, we have created a broad, balanced, rich and vibrant curriculum to excite and motivate our children, enabling them to develop confidence in themselves as independent, enthusiastic, lifelong learners.

We aim to provide opportunities that will enable all of our children to become successful learners, who enjoy learning, make progress and achieve. We encourage our children to be creative and imaginative and develop a lifelong love of learning.

We believe the key purpose of assessment is to move all children on in their learning in order for them to reach their full potential, now and in the future. Continual monitoring of each child's progress gives a clear picture of what each child is achieving and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and this informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- enable individual pupils to make progress in their learning;
- be underpinned by confidence that every child can improve;
- involve both teacher and pupils reviewing and reflecting upon assessment information;
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- include reliable judgements about how learners are performing, related, where appropriate, to national standards;
- enable teachers to plan more effectively;
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels;
- enable parents to be involved in their child's progress;

The Principles of Assessment

The principles that underpin assessment at Stanley Crook Primary School are:

Assessment is at the heart of teaching and learning.

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

Assessment is fair.

- 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 conveyed in an open, honest and transparent way to assist pupils with their learning;
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards;
- Assessment embodies, through objective criteria, a pathway of progress and development for every child;
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process should be clearly stated;
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information);
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement;
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

Assessment is consistent.

- Judgements are formed according to common principles;
- A school's results are capable of comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- pupils in developing their learning;
- parents in supporting children with their learning;
- teachers in planning teaching and learning.

The purposes of assessment

There are three broad overarching forms of assessment, each with its own purposes:

Day-to-day in-school formative assessment:

- Question and answer during class teaching;
- Feedback/ marking of pupils' work;
- Observational assessment;
- Scanning work for pupil attainment and development.
- Spellings/ times tables assessment

In-school summative assessment:

- Baseline assessments;
- End of unit or block assessments;
- End of term/ half term assessments;
- Support plan reviews for SEND

Materials used for assessments can be found in the Assessment folder on the One Drive (and hard copies in the Assessment Cabinet in Team Morpurgo) and are listed below, along with a timetable of when assessments are to be carried out.

Mathematics - White Rose end of unit and end of term assessments (Y2 – Y6)

Reading - Collins half termly and NFER termly assessments/ STAR Reader for Accelerated Reader children (Y2 – Y6)

GPS – NFER end of term assessments (Key Stage 2 only)

Writing – Teacher Assessed extended piece of writing (All) with an 'aim' of one piece of extended writing per week. This will ensure that evidence of children's writing is broad, provides clear evidence of achievement and supports accurate teacher assessment judgements)

Spelling – NFER Termly Assessments (Key Stage 2 only)

NER end of year assessments Reading, Mathematics and GPS for years 2, 3, 4 and 5 (Y6 - SATS)

Autumn Term		Spring Term		Summer Term	
<p>Sept – (Week 1) STAR reader</p> <p>RBA (Reception)</p> <p>Maths end of unit assessments after each unit.</p> <p>Oct – (half term) Reading – Collins half term assessments/ Writing (TA)</p> <p>Dec – End of Autumn Term Assessments:</p> <ul style="list-style-type: none"> - Maths (White Rose) - GPS (NER – KS2 only) - Reading (NER Y2 – Y6) - Writing (TA) 	Phonics and Reading Skills Assessed	<p>Jan - (Week 1) STAR reader</p> <p>Maths end of unit assessments after each unit.</p> <p>Feb - (half term) Reading – Collins half term assessments/ Writing (TA)</p> <p>Mar/Apr - End of Spring Term Assessments:</p> <ul style="list-style-type: none"> - Maths (White Rose) - GPS (NER – KS2 only) - Reading (NER Y2 – Y6) - Writing (TA) 	Phonics and Reading Skills Assessed	<p>Apr - (Week 1) STAR reader</p> <p>Maths end of unit assessments after each unit.</p> <p>May - (half term) Reading – Collins half term assessments/ Writing (TA)</p> <p>KS2 SATs – Year 6</p> <p>June – PSC (Year 1 – and Year 2 non-PSC)</p> <p>June – MTC (Year 4)</p> <p>June – EYFSP (Reception)</p> <p>July - End of Summer Term Assessments – (for end of year). NER (Y2, Y3, Y4, Y5 only) Maths/ GPS/ Reading</p> <p>Writing (TA)</p>	Phonics and Reading Skills Assessed

- **End of year assessments do not apply to Year 6 for Maths, Reading and GPS.**

Nationally standardised summative assessment:

- Reception Baseline Assessment and Early Years Foundation Stage Profile
- Phonics screening check at end of year 1 (resits for Year 2 children who did not meet PSC threshold)
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stages 1 and 2
- National Curriculum Multiplication Tables Check in Year 4

The primary purposes of day-to-day in-school formative assessment

For pupils: In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents: When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children's education.

For teachers: In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders: In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective, regular formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

The primary purposes of in-school summative assessment

For pupils: In-school summative assessment provides pupils with information about 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 continue to improve.

For parents: In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period of time, often a term, half-year or year.

For teachers: In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders: In-school summative assessment enables school leaders to monitor the performance of pupil cohorts to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve good or better progress and expected attainment.

The primary purposes of nationally standardised summative assessment

For pupils and parents: Nationally standardised summative assessment provides information on how pupils are performing in comparison to all other pupils nationally.

For parents: Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to other schools nationally.

For teachers: Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors: Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Approaches to Assessment at Stanley Crook Primary School

At Stanley Crook Primary School, we have a growth mind-set and avoid ideas of fixed ability and emphasise the opportunity for all pupils to succeed.

All teachers assess the children on a daily basis to ascertain pupils' understanding and identify where there are any gaps. This helps to inform the teacher of what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding and can plan the next stage in each child's learning. It helps the teacher to monitor progress and provide motivation for the children.

At Stanley Crook Primary School, we have chosen to follow the Fischer Family Trust Assessment Tracker which incorporates two powerful tracking systems into one integrated system. The Curriculum Tracker is a tool where teachers can record and track pupil objectives using ready-made templates with the National Curriculum objectives clearly defined. It tracks and traces in real time and reports on pupils, classes, groups and cohorts are always up to date and accurate with direct syncing from the school MIS.

The Assessment Tracker enables the assessment lead to convert and compare standardised tests, DfE tests, teacher assessments and targets into one single tracking system. End of term and end of year assessments are tracked all in one place and compared to FFT estimates and our own targets. Intervention requirements can be quickly identified to ensure that pupils remain on track, make at least good progress and reach their potential.

Above all, we want to challenge our children to become independent, well-rounded individuals who take ownership of their learning and become deep thinkers. We do not want them to have to swim across the water above, rather we want them to be diving for pearls of wisdom and learning through discovery – a key skill expected from children who achieve high levels in their GCSEs at secondary school. Moreover, we want our children to be able to apply their knowledge and skill set in a range of contexts within school and real life.

Measuring Good Progress

All children will be expected to make good progress from their starting point. To ensure that all children make at least expected progress and to improve progress for each child, we use the Aspire Pupil Tracking System from Fischer Family Trust to closely monitor each child within each subject. Teachers use the system to assess learning, check progress and inform planning. The system allows for 'ongoing record keeping' where children's understanding of key indicators can be recorded without making an overall judgement. Teachers use this ongoing record keeping to track pupils' progress, identify gaps in learning and inform planning to maximise children's progress throughout the term.

Teachers also input targets for each child – up to three targets for each subject. At the end of each term, an overall judgment can then be made using the information already recorded within the system. This Curriculum Tracker can then be imported into the Assessment Tracker where all assessments are brought together to track each child.

Assessment in Reception

In Reception, teacher assessment is conducted within the first few weeks (via the Reception Baseline Assessment), so we can assess the children's starting points in order to chart their progress during the course of the year as well as their progress throughout their time at Stanley Crook Primary School. The assessment will take the form of a range of practical tasks as well as observations of the children. This evidence will then be used by the teacher to form a judgement. Ongoing assessment takes place continuously, conducted by both the class teacher and the teaching assistant. Learning moments are recorded using Tapestry, including photographs and videos from parents/ carers.

Together with assessment notes made during adult led activities, guided learning and continuous provision, these form a picture of a child's level of achievement and from this we are best able to inform each child's next steps for learning and plan appropriately. Where necessary, alterations to the provision or teaching are made to ensure maximum progress and attainment for all pupils. At the end of the summer term, a written summary of a pupil's attainment against the early learning goals (ELGs) is provided. This explains to parents whether the pupil is:

- meeting expected levels of development
- exceeding expected levels or
- not yet reaching expected levels ('emerging')

Informing Parents

We have a range of strategies that keep parents and carers fully informed of their child's achievement and progress. We encourage parents and carers to contact the school if they have any concerns about any aspect of their child's education. If teachers have concerns, regardless of their attainment, they will discuss this with parents as soon as possible.

Each term parents are sent a report regarding their child's progress, in Writing, Reading, and Mathematics. It contains a child's depth of progress as well as the targets that they need to work on during the course of the following term. All judgements are generated through the result of summative assessment (regular tests taken at the end of a unit of work) and well as formative assessment, done at the point of learning.

At the end of the summer term, parents receive a full report which details their child's achievements, strengths and weaknesses in each area of the curriculum, including personal development. Results of national statutory tests (End of key stage SATS and phonics screening) are also reported in this way. Each term we offer parents and carers the opportunity to meet with their child's teacher and share examples of children's work, together with a discussion regarding the children's learning behaviours and attitudes.

Inclusion and Assessment for Learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils.

In this way we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs. SEND pupils will follow the same structure as other pupils but staff must keep evidence to indicate progress against their individualised targets on their Support Plans and provision maps. Staff will liaise with the SENCO.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement and accuracy in the following ways:

- With colleagues in school
- With colleagues from other schools through cross school moderations networks
- Through statutory moderation by the LA.

Science Assessment and Curriculum Tracking

FFT Curriculum Tracker will continue to be used for the tracking of pupils' achievement in Science. As Science outcomes cannot be transferred into Assessment Tracker, and therefore a cohort summary overview of achievement cannot be obtained per unit, it is necessary for teachers to complete an overview summary of pupil performance in their team, per unit completed.

Science is a CORE curriculum subject. Therefore, ALL pupils require tracking AND assessment information. Pupils will only be teacher assessed as 'Having Met Standard' or 'Having Not Met Standard' (there is NO 'higher standard' / 'greater depth' judgement for Science).

This will be done by analysing curriculum tracker information and teacher assessment judgements made following the conclusion of each unit.

		Total Pupils	Have Met Standard	Have Not Met Standard
All Pupils	All Pupils			
Gender	Male			
	Female			
Prior Attainment	High Attainers			
	Middle Attainers			
	Lower Attainers			
Pupil Premium	FSM (in last 6 years)			
	Not FSM (in last 6 years)			
FSM	FSM			
	Not FSM			
SEND	SEND			
	No SEND			

Foundation Subject Tracking

Pupil achievement in Geography, PE and Music will be tracked on subject-specific/ scheme-specific systems. The same pupils from each PAG will be tracked for each Foundation Subject.

While teachers will continue to formatively assess and feedback to EVERY pupil on their achievements against LCs and SCs, ONLY selected pupils from each PAG will require tracking information input into FFT curriculum tracker (or subject-specific/ scheme-specific systems for Geography/ PE/ Music).

PAG tracking information will be used to extrapolate outcomes for selected pupils across all pupils in each PAG, in each year group, with areas for improvement (AFIs) identified based on unit objectives. This information will be recorded within a Subject Tracker summary, and link to FFT tracking.

This will enable teachers to:

- consider the outcomes that pupils achieve
- evaluate pupils' understanding, to identify and correct misunderstandings and inform teaching
- identify underperforming groups and trends in pupil outcomes

This will enable Subject Leads to:

- evaluate standards in each Team/ Year group
- consider the outcomes that pupils achieve
- assess whether teachers have expert knowledge of the subjects that they teach, or require support to address gaps in their knowledge, so that pupils are not disadvantaged
- compare performance of PAGs across Teams/ Year groups and how pupils are progressing through the curriculum, and the impact of current schemes of work or other long-term planning
- consider how the curriculum is developed or adopted and how effectively this is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills
- evaluate the use of assessment, and how well this is used to check pupils' understanding of what the curriculum/ subject says they should know, and to identify and correct misunderstandings and inform teaching

- evaluate the extent to which the subject/ curriculum plans give pupils, particularly disadvantaged pupils (including pupils with SEND) the knowledge they need to be prepared for the next stage of their education

Pupils have been selected from three PAGs:

1 x HPAG

1 x MPAG

1 x LPAG

Pupils to be tracked have been selected based on prior attainment information on FFT assessment tracker. Some Teams will not have pupils in certain prior attainment groups, due to organisation on cohort across Teams.

Monitoring and Review

Our Assessment Leader is responsible for monitoring the implementation of this policy. The leader will use the data provided through teachers' assessments to provide management information and statistics for the Headteacher, SLT and to meet the school's obligation to provide information to the LA and make statutory returns as required. This policy will be reviewed every academic year alongside the Feedback Policy.



Miss Williams – Assessment Lead



Mr Christie – Headteacher



Mrs Lawes – Chair of Governors