



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: March 2021

Review date: September 2021

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



SCHOOL
MEMBER



Assessment Policy 2020/ 2021

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 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

Reading - Collins half termly and termly assessments/ STAR Reader for Accelerated Reader children

GPS – Classroom Secrets end of term assessments

Writing - TA extended piece of writing

Spelling - Blackwell (Key Stage 2 only)

Autumn Term	Spring Term	Summer Term
Sept – (Week 1) Spelling/ STAR reader	Jan - (Week 1) Spelling/ STAR reader	Apr - (Week 1) Spelling/ STAR reader
Maths end of unit assessments after each unit.	Maths end of unit assessments after each unit.	Maths end of unit assessments after each unit.
Oct – (half term) Reading – Collins half term assessments/ Writing	Feb - (half term) Reading – Collins half term assessments/ Writing	May - (half term) Reading – Collins half term assessments/ Writing
Dec – End of Autumn Term Assessments – Maths/ GPS/ Reading	Mar/Apr - End of Spring Term Assessments – Maths/ GPS/ Reading	July - End of Summer Term Assessments – Maths/ GPS/ Reading. Spelling/ STAR reader (for end of year) .

- **End of year assessments do not apply to Years 2 and 6 for Maths, Reading and GPS.**

Nationally standardised summative assessment:

- Early Years Foundation Stage Profiles
- Phonics screening check at end of year 1
- National Curriculum tests at the end of Key Stages 1 and 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 Chris Quigley Essentials Curriculum and Depth of Learning which sets out essential coverage, learning objectives and standards which are required for reading, writing and mathematics. Furthermore, it provides progress measures for all subjects. One of the primary reasons why we have chosen to adopt this curriculum is because it emphasises the importance of developing the depth of children's learning. In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly when they have not truly mastered it. 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.

How We Assess

We assess children's progress by reviewing the depth of their understanding. All learning is grouped into three milestones.

Throughout Y1 and Y2, children are assessed on the concepts contained in Milestone 1.

During Y3 and Y4, children are assessed on the concepts contained in Milestone 2. Finally, in Y5 and Y6 children are assessed on Milestone 3. N.B. Children in Reception will continue to be assessed on the Early Learning Goals. During each term, we continuously assess the depth of

children's understanding within that milestone – whether it is basic, advancing or deep. Each milestone has 6 assessment points: Basic 1, Basic 2, Advancing 1, Advancing 2, Deep 1, Deep 2. These points are not a mere label about a child: basic is not less able than deep. Rather, they allow us to determine each child's level of understanding of a concept in the curriculum.

All children begin each milestone at the 'basic' level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at the 'basic' level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills essential in a specific milestone. After children are able to demonstrate this ability on multiple occasions, they move to the 'advancing' stage. They are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically, they are able to: explain, classify, infer meaning, make predictions, interpret summarise and apply their skills to solve problems. Finally, some children may reach the 'deep' level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove. At deep level 2, Children will have 'mastered' all skills and concepts taught. It is important to note, however, that only some children will reach this level of understanding during the course of their learning journey.

Measuring Good Progress

All children will be expected to make good progress from their starting point. Depending upon a child's starting point at the end of the Early Years Curriculum, they will each have their own line of good progress. If a child leaves Reception at the 'emerging' stage, and they make good progress they will leave Milestone 1 (at the end of Y2) at 'basic 2' which means working toward national expectation. However, at the end of Milestone 2 and 3, they will be expected to leave at 'advancing 1', slightly below national expectation. Alternatively, if a child left Reception at the 'expected' stage, they should leave Milestone 1, 2 and 3 at 'advancing 2' which means that they are working at national expectation. However, if a child left Reception at the 'exceeding' stage, they should leave Milestone 1, 2 and 3 at either 'deep 1' or 'deep 2'.

To ensure that all children make at least expected progress and to improve progress for each child, we use the Depth of Learning tracking system to closely monitor each child within each subject. Teachers use the Depth of Learning system at least twice per week 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. These targets are closely monitored and adjusted accordingly. At the end of each term, an overall judgment can then be made using the information already recorded within the system.

Assessment in Reception

In Reception, teacher assessment is conducted within the first few weeks, 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.

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



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