



Assessment Policy Document

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

Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Principles of assessment

At Carnagill Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child.

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress;
- To provide information to inform the school's strategic planning;
- To gather information to inform teachers' planning;
- To track individual, group and cohort progress;
- To allow children to be involved in their own learning;
- To inform the Governing Body of the school's standards and achievement;
- To ensure that the positive achievements of a child are recognised and the next steps are planned;
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given;
- To systematically record the overall achievements of all children;
- To ensure that the legal requirements for record-keeping, assessing and reporting are met.

All of the above will ensure that the school operates a rigorous system for assessment, where a wide range of factors are triangulated in order to ensure the highest standards possible for all pupils.

In addition, assessment supports teachers and the Senior Leadership Team in monitoring the effectiveness of teaching and learning.



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Effective Assessment will:

- Raise standards of attainment and behaviour
- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required;
- Promote pupil self-esteem through a shared understanding of the learning process and the steps to improvement;
- Guide and support the teacher as planner, provider, facilitator and evaluator;
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn;
- Draw upon as wide a range of evidence as possible using a variety of assessment activities;
- Track pupil performance and, in particular, identify those pupils at risk of underachievement;
- Provide information which can be used by teachers and the Senior Leadership Team as they plan for individual pupil, groups and cohorts;
- Provide information which can be used by parents or carers to understand their child's strengths, areas for development and progress;
- Provide information which can be used by other interested parties;
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards.

Assessment Approaches

At Carnagill 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 enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, 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 broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Strategy	Impact
Planning: every session has a clear learning objective linked to the applicable programme of study, ensuring progression and differentiation of the National Curriculum.	<i>Learning is appropriate to the age and stage of the child, giving access to the appropriate programme of study and meeting the individual needs of the pupil.</i>
Success Criteria: every session of English, Maths, Science has clear success criteria set for the children, pinpointing areas of learning for the child and differentiated to their needs	<i>Children know what they are learning and how they are going to successful. They can describe what they are learning and what will help them to do it.</i>
Self-Assessment and Peer Assessment: pupils learn to self-assess their learning against success criteria from Y1. Opportunities to assess	<i>Children have ownership of their learning, taking responsibility for how they have performed in a lesson and identifying how they could improve or whether they need support.</i>



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the work of peers and give effective feedback is developed and encouraged through school.	Receiving feedback from peers is a powerful tool to further improve and develop their work through dialogue and challenge.
Marking and Feedback: marking of work takes place daily, checking achievement against the success criteria set and awarding working towards, met or greater depth.	Children and adults are clear about where they are against given success criteria. This informs planning for the next session and improvement tasks set.
Improvement Tasks: pupils are set daily (English and Maths) Improvement Tasks to further improve, reinforce or challenge learning. These should be meaningful, practical tasks that allow children to take that next step in their learning.	Children take responsibility for their learning, able to recognise how things could be improved and talk confidently about those improvements.
Insight: teachers use Insight to track achievement of learning objectives on a scale of 0 – 3: 0 – taught but not understood; 1 – some evidence, but not yet secure 2 – objective secured 3 – working at greater depth These day-to-day assessments are used to record daily observations and achievements and as a key planning diagnostic tool, through gap analysis.	Teachers know exactly where their pupils are achieving and are able to target teaching appropriately for their pupils. Gaps are identified quickly and provision made to address them.

* In-school summative assessment

Effective in-school 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 evaluate learning at the end of a unit or period 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 achievement, progress and wider outcomes of their child across a period

Strategy	Impact
<p>Statutory Assessments- Y6/End of KS2: children are tested in Reading; Grammar, Punctuation and Spelling; and Maths. A teacher assessment in made against a given framework for Writing and Science.</p> <p>Statutory Assessments- Y2/End of KS1: children are tested in Reading and Maths. A teacher assessment in made against a given framework for Writing and Science. A non-statutory Grammar, Punctuation and Spelling paper can also be sat.</p> <p>Statutory Assessments- Y1: all pupils undertake a Phonics Screening activity to assess their use of</p>	<p>Most statutory assessment provide summative point-in-time attainment results that act as a benchmark to judge attainment against the national performance.</p> <p>Activities can also be used diagnostically to identify gaps in learning for cohorts or weaknesses in coverage/teaching.</p> <p>Results also provide important information for parents and subsequent schools.</p>



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<p>phonics strategies to read 40 real and nonsense words. Pupils who do not 'meet the standard' will re-sit in Y2</p> <p>Statutory Assessments- Reception: pupils are assessed throughout Foundation Stage. At the end of Reception, each pupil's level of development must be assessed against the 17 early learning goals. Teachers must assess if they are meeting 'expected' levels of development, not yet meeting – 'emerging' or 'exceeding.'</p>	
<p>Baseline Assessments: 'on-entry' teacher assessments are made at the beginning of school year, or as soon as a pupil arrives in Foundation Stage.</p>	<p>Staff correctly target children's learning and plan meaningful experiences to enable them to progress.</p> <p><i>This also enables staff to accurately target-set and track progress towards the Early Learning Goals.</i></p>
<p>PIRA and PUMA: assessments are administered termly to assess Reading and Mathematics from year 1 to 6.</p>	<p><i>Standardised scores and performance indicators support teachers in giving summative judgements.</i></p>
<p>Insight: teachers use their on-going formative assessments alongside the results from the PIRA and PUMA to make a point-in-time Teacher Judgement of the child's attainment as below, just below, on-track or greater depth.</p> <p>Judgements are moderated by staff between year groups, and monitored by SLT, ensuring triangulation of work in books, assessments and judgements to result in robust teacher judgements.</p>	<p>Teachers can accurately target their teaching, knowing when to give extra support and when to challenge pupils. This informs future learning</p> <p>SLT track progress of pupils and can target interventions for children who are working below their age-related expectations.</p> <p><i>Data is also used to track school improvement, set targets for End of Key Stage Assessments and to report to governors.</i></p>
<p>Additional assessments: other assessment may be used to monitor the impact of interventions and assess additional educational needs, inc. Diagnostic Reading Assessment (DRA) and</p>	<p><i>Class teachers, SENCO and support staff are able to judge the appropriateness and impact of support given, plan for further intervention and reports to parents accurately at reviews.</i></p>

* Nationally standardised summative assessment

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 summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1



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- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Collecting and using data

Most data is collated and stored using Insight, cloud-based assessment system that ensures security of data and appropriate access to children's data. This includes formative and summative judgments, PIRA and PUMA test results, FFT predictions as well as other informal observations and assessments that inform summative assessment.

Summative data is collected and entered onto Insight at four points in the year – Autumn 1, Autumn 2, Spring 2 and Summer 2, while formative data is an on-going record of children's day-to-day achievement and therefore should be updated as often as is appropriate.

Data can be accessed by teachers and SLT, and relevant governors have access to anonymized data. Data overview of attainment and progress are collated by SLT and other applicable leaders and these are shared with governors and other school improvement partners.

Data is also used by teachers and SLT in pupil progress meetings to discuss individuals and/or groups who may require additional or different provision in order to make or accelerate progress.

Through having on-going access to an online system, staff can update their assessment as and when. In addition, it's very nature as a data management system, providing analysis in many forms, reduces workload and reduces the need to repeatedly manipulate data to suit a different need.

Reporting to Parents

At Carnagill, we share data with parents at three points in the year – two Parents' Evenings and one annual written report.

At each parent consultation, we share assessments orally and in written form – reporting on attainment in Autumn 1 and attainment and progress in Spring 2. Annually, parents receive a written report that includes:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development;
- Comments on general progress;
- Arrangements for discussing the report with the pupil's teacher;
- The pupil's attendance record, including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances;
- The results of any statutory assessment taken, by subject and grade.

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



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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

Teachers and relevant support staff will be kept up-to-date with developments in assessment practice, and they are supported to develop and improve their practice through training on a regular basis.

This includes:

- Staff training on the understanding of assessment and assessment practice;
- Moderation of judgements in Key Stage groups;
- Peer and SLT support.

The Head Teacher, Assessment Leader and Link Governor for Assessment share responsibility for ensuring continued access to continuing professional development opportunities on assessment

Roles and responsibilities

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.

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 are responsible for following the assessment procedures outlined in this policy

Monitoring

This policy will be reviewed yearly by the Head Teacher. At every review, the policy will be shared with the governing board.

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

Louise Newport (Head Teacher) and Fiona Shaw (Deputy Head Teacher) will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny and pupil progress meetings.



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This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures