

# Lewknor Primary School

## Assessment Policy

May 2020 – May 2023

### **Why assess?**

Children's progress is closely monitored at Lewknor Church of England Primary School in order that we can provide the best possible opportunities and highest levels of support for all children.

### **School Priorities**

- To provide an excellent education within a Christian context, where each child has a sense of being valued and is encouraged to develop his or her individuality.
- To continue to focus on the pupils' spiritual, moral, social and cultural development, which will equip them to be thoughtful, caring and active citizens in school and in the wider society.
- To continue to ensure rigorous, accurate and effective assessment so that all pupils make at least good progress and many excel.
- To continue to ensure gaps between key groups, for example the disadvantaged, are significantly narrowed.
- To continue to build excellent relations and communication between all stakeholders.
- To use incisive performance management that leads to professional development which will encourage, challenge and support staff improvement.

### **The Aims and Objectives of Assessment**

- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- To enable our children to demonstrate what they know, understand and can do in their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To help our children understand what they need to do next to improve their work.
- To provide regular information for parents that enable them to support their child's learning.
- To contribute towards accountability data.

### **Assessment at Lewknor**

Staff at Lewknor Primary have worked together to develop a robust assessment system that informs teachers' planning and pupils' targets.

Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data will be used – attainment data, pupils' work, observations, learning walks, case studies, and staff, parent, governor and student voice.
- Assessment data is collected every term (and twice a term for Years 2 and 6) so that the impact of interventions can be monitored regularly.

- Assessments are closely moderated internally and externally (e.g. partnership schools and Oxfordshire county council) to ensure they are accurate.
- Teaching and support staff attend and contribute to pupil progress meetings each term and the progress of each child and groups of children are reviewed.
- Interventions are adapted or changed if they are not working.

### **Assessment in EYFS**

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each child. An initial baseline assessment is carried out within the first six weeks of the new Autumn term. Assessment is ongoing throughout the year and children are assessed against the broad phases of Development Matters.

Assessment is a combination of teacher assessment, photos, observations, parent contributions and individual informal assessments. This information is recorded in books and a learning journal for each child. This information supports judgements made towards the Early Learning Goals.

### **Year 1 Phonics**

All children in Year 1 will participate in a phonics check. The assessment will be administered by the Infants' teacher. Results are included within the end of year report.

### **SATs**

Children in Year 2 and 6 are assessed during May. The results of these assessments are reported annually to the parents. The expectation is that children should be working at the national standard for their age or above.

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally.

### **Marking and Assessment**

We aim to provide feedback to children through marking so they have specific advice and targets to improve their work. Children are given time to read and review their work following marking. Children are encouraged to write their own comments or give an indication, for example, by drawing a smiley face, to show their own level of understanding. Children are also encouraged to self-assess their work against success criteria and to identify the next steps in their learning.

### **Tracking and Assessment**

The focus of each assessment will be based on end-of-year national curriculum age-related objectives. This enables the teachers to evidence progress.

Children are assessed against the following descriptors:

- Working towards (at an early stage of development – support needed);
- Working at (secure - exhibits skills independently);
- Working above (exhibits skills with confidence and at greater depth).

We also use:

- White Rose, Abacus and New Hamilton to assess and track progress in maths.
- The New Salford Reading Test to track progress in reading.
- The DfE's interim frameworks to track progress in maths, writing, reading and science.

- The national curriculum programmes of study.

Assessment information will be collected through observations, information in books, pupil self-assessment as well as tests.

The headteacher meets formally with all teaching staff, including teaching assistants, three times a year to discuss pupil progress. Other pupil progress meetings, which includes book scrutiny and moderation, is held regularly during staff meetings throughout the year.