

**Ashley C of E Primary School  
Assessment Policy**

**Date: October 2016  
Review Date: October 2018**

## **1. PURPOSE**

### **Introduction**

- Assessment, both summative and formative, is at the heart of effective teaching and learning.
- Assessment of attainment and progress will be accurate, regular, consistent, reliable and free from bias.
- Assessment will draw on evidence that indicates what a child can do independently and consistently, to provide a complete picture of strengths and areas for improvement alongside achievement over time.
- Assessment will be used to set high expectations for all pupils against the in-year and end of key stage expectations, to celebrate achievement, and to inform children, parents, carers and teachers of next steps in learning.
- Reliability of teacher assessment will be achieved and evidenced through rigorous moderation, in school and between schools, and through discussion with teachers who can give a 'rounded' picture of the children's attainment and progress.
- Analysis of assessment information and tracking of individual pupils' progress will be used to improve the quality of teaching and learning.
- Assessment outcomes will give reliable and clear information to parents and carers about how their child, and their child's school, is performing at regular intervals.

### **Aims**

- To identify exactly where children are in their learning and what next steps need to be taken.
- To identify areas for support for those children working below year group expectations.
- To identify areas to challenge and extend those children working above year group expectations.
- To inform planning.

## **2. ORGANISATION**

### **Early Years Foundation Stage**

Progress of each child is tracked from their entry into Reception. Children's learning, progress and achievement are continually assessed by staff so that they can plan activities to match children's individual learning needs. Teachers make best fit judgements using the age band guidance from 'Early Years Outcomes' (DfE) and these are recorded and analysed at the end of each term using Pupil Asset.

### **Formative and Summative Assessment**

Formative assessment is ongoing throughout the term. Evidence to support this assessment is collated through: teacher notes, exercise books, observations, subject leader reports, governor reports, photographic and digital evidence and reading logs etc. Summative assessment supports teachers' formative assessment of a child. Summative assessment takes place half termly and is used to assess prior learning and inform future planning. Attainment is recorded half termly on Pupil Asset (once in the spring term). Half termly teacher assessment in reading, writing and maths are recorded on Pupil Asset; this is for analysis and monitoring by the SLT and English and maths subject leaders.

### **Recording Attainment and Measuring Progress**

At Ashley, we use a 'Step' system to record attainment. Steps relate to three descriptors: emerging, expected or exceeding related to year group National Curriculum expectations. In the first Pupil Progress meeting of the year, class teachers set targets for each child in maths, reading and writing for both the end of the year and end of the Key Stage. Targets are challenging and look to achieve Value Added progress whenever possible. Steps ensure that all children achieve all expectations for each year group before moving on to new areas of the curriculum. For example, if a child finishes Year Four on Step 24 (expected), they would begin Year Five on the same Step and complete Year Four expectations for Expected and Exceeding – this ensure no gaps in learning. A child working above expected standards in a year group can attain no higher than 'Exceeding' as we look to embed learning rather than push on to new year group expectations.

### **Maths Assessment**

**Evidence:** maths books, science books, DT books, photographs, teacher notes, assessments test papers, mental maths practice, observations

**Recorded:** on Pupil Asset

**Summative:** on Pupil Asset half termly

### **Writing Assessment**

**Evidence:** English books, science books, reading books, reading logs, topic books, DT work, photographs, teacher notes, spelling tests, observations

**Recorded:** on Pupil Asset

**Summative:** on Pupil Asset half termly

### **Reading Assessment**

**Evidence:** English books, reading logs, topic books, presentations, teacher notes, comprehensions, observations

**Recorded:** on Pupil Asset

**Summative:** on Pupil Asset half termly

### **Science Assessment**

**Evidence:** English books, science books, topic books, DT books, photographs, teacher notes, observations

**Recorded:** using a school developed Excel document

**Summative:** after each programme of study (knowledge and understanding) and each term related to 'working scientifically'

### **Foundation Subjects**

Foundation subjects are assessed ongoing by class teachers. Judgements on attainment (emerging, expected, exceeding) will be made and shared in each child's End of Year Report for each subject. Evidence to support attainment is kept by the class teacher ready for submission on request by the subject leader or SLT. Subject leaders undertake moderation sessions in all areas of the curriculum on a regular basis.

### **SEND**

SEND children may be working towards objectives set for lower year groups. This information is recorded on Pupil Asset to enable robust tracking of their data. In addition, the SENDCO will analyse group tracking for specific groups i.e. EAL, SEND, FSM, Vulnerable children and so forth.

## **3. STATUTORY REQUIREMENTS**

The statutory requirements are:

### **EYFS (Early Years Foundation Stage)**

At the end of the Reception year, teachers complete the EYFS profile for each child. In accordance with the statutory EYFS framework each child is assessed against the 17 Early Learning Goals as being emerging, expected or exceeding. Children are also assessed against the 3 characteristics of effective learning. This information is reported to parents in a written report at the end of the school year and is also shared with Year 1 teachers.

### **Year 1 – Phonics Screening**

All Year 1 children undertake the phonics screening check in the summer term. Those who do not meet the threshold mark will retake the screening check in the summer term of Year 2.

### **End of Key Stage 1 and Key Stage 2 Tasks and Tests**

Standards tasks and tests for reading, writing (teacher assessed), spelling, punctuation and grammar and maths are administered in strict accordance with the instructions from the DfE.

### **Benchmarking**

Our school sets targets for improvement based on national, local and school priorities, and comparison to similar schools and previous school data. We use EYFS profile scores, SATs, RAISE Online and the school's internal data to inform best practice and SDP priorities.

### **Results**

Children's progress is shared with parents at two points of the year – in the spring term using the spring target sheets and also at the end of the year with the school reports. In the autumn term parents are invited

to discuss the progress their child has made at the start of the year and discuss ways to support their learning.

**Individual Targets/Next Steps**

Individual targets in English and Maths are set on a regular basis and recorded in the front of the relevant book. These are continually reviewed and discussed with the children. Reception Year are set next steps from the Spring term.