

At Lobley Hill Primary School we aim to 'Be the best that we can be' through being curious, adventurous and respectful in order to achieve personal excellence.



Lobley Hill Primary School

Assessment Policy

Approved by:	Governing Body	Date: July 2023
--------------	----------------	-----------------

Last reviewed on:	July 2023
-------------------	-----------

Next review due by:	July 2024
---------------------	-----------

Assessment Policy

Rationale

The purpose of implementing this assessment policy is to contribute to the raising of standards in the teaching and learning that takes place across the school. This policy intends to:

- make clear our vision for the role of assessment as part of teaching and learning in Lobley Hill Primary School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practice
- define clear roles and responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment.

Aims and Purposes

At Lobley Hill Primary School, we aim to:

- have a consistent approach to assessment across school
- ensure **all** children make progress
- provide feedback which leads to pupils recognising the ‘next steps’ in their learning and how to work towards achieving these
- internally track children’s attainment and progress
- enable teachers to plan more effectively and inform future teaching
- have a consistent approach that measures school progress against national standards
- enable parents to be involved in their child’s progress through, for example, parent’s consultations, assessment outcomes, sharing ‘Learning Plans’ and end of year written record of achievements

Principles of Assessment

We believe in the statement that all forms of assessment should be used to improve teaching and learning. At Lobley Hill Primary School we believe that the best form of assessment stems from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgements of pupil attainment and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. Where data is gathered, it should also be used as a means to support teacher assessment judgements made through formative assessments.

We have agreed on the following principles as the basis of our assessment system. It should:

- Raise standards in teaching and learning.
- Inform planning and delivery of the curriculum.
- Support all children to recognise the next steps in their learning.
- Be underpinned by teacher’s secure subject knowledge.
- Be clear, concise, and purposeful.
- Ensure consistency across the whole school.
- Support the reduction of teacher’s workload and well-being.
- Provide reliable and accurate information for parents and carers.
- Ensure that our school is keeping up with best practice locally and nationally.

The purposes of assessment

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

Day-to-day in-school formative assessment:

- Questioning
- Live marking
- Observational assessment

In-school summative assessment:

- End of term tests: Phonics, SPaG, Reading, Arithmetic and Reasoning
- Weekly and termly spelling tests
- Weekly Times Tables test

Nationally standardised summative assessment:

- Reception Baseline Assessment
- End of EYFS Early Learning Goal judgements
- Year 1/2 Phonic Screening Check
- National Curriculum tests at the end of Key Stage 1
- National Curriculum Multiplication Tables Check in Year 4
- National Curriculum teacher assessments at the end of Key Stage 2

Assessment Principles

At Lobley Hill Primary School, our assessments provide valuable information to help children, teachers, parents and school leaders to recognise, analyse and review attainment and progress in learning against age related expectations and end of key stage standards. Our assessments inform our short, medium, and long-term planning so that all children have every opportunity to achieve and attain the highest possible standards.

Our assessments give:

- **Children** an understanding of where they are secure, what it is that they need to do to rectify any gaps/misunderstandings and the next steps needed to master and deepen their learning
- **Teachers** the necessary information to reflect on what children know and understand now and what they need to know and understand next. This detailed knowledge of each child's achievements is used to re-shape learning within a lesson and to inform future plans. It enables teachers to identify any potential barriers to learning and the need for early intervention.
- **Parents/Carers** termly reports on their child's progress in meeting year group expectations. This ensures that teachers and parents/carers can work together to secure learning and raise standards for all children
- **School Leaders/Governors** the necessary information so that they can analyse and make decisions about future actions to improve standards, learning and teaching in the school

Principles of Formative Assessment

At Lobley Hill Primary School we recognise the purposes of day-to-day in-school formative assessment being:

For children:

- To help all children demonstrate what they know, understand and are able to do related to shared learning objectives
- To help children to measure their knowledge and understanding against learning objectives and what they need to do next
- To provide instant feedback which leads to children recognising the ‘next steps’ in their learning and how to work towards achieving these
- Be underpinned by confidence that every child can improve

For teachers:

- To include reliable judgements about how learners are performing, related, where appropriate, to national standards
- To enable teachers to plan more effectively
- To provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual child levels
- To involve both teacher and children reviewing and reflecting upon assessment information

For parents:

- To enable parents to be involved in their child’s progress
- To be informed by the school of the objectives their child is working towards achieving

Formative Assessment Procedures

At Lobley Hill Primary School, formative assessments are made using a wide range of strategies. Some examples of this are:

- Through skilful questioning
- Addressing misconceptions in the moment and inform subsequent teaching
- Self and peer assessment
- Live marking and instant feedback
- Sustained shared thinking
- Contextualising learning objective
- Share steps to success
- Opportunities for children to self-assess against steps to success
- Talk partners
- Talk for writing/maths
- Use of whiteboards for instant recall

During and following reading, writing and maths lessons, teachers make daily formative assessments. These assessments are recorded on ‘Daily Live Marking Grids’ (Appendix 1). These record whether or not a child has understood and can independently apply a concept. Teachers then store these grids in their individual teacher assessment file. Teachers input the data gathered from live marking onto the ‘Formative Assessment Tracker’ at least three times during an academic year. At the end of Autumn, Spring and Summer term, teachers will make a ‘professional judgement’ based on the evidence gathered from the Formative Assessment Tracker. This judgement will state whether a child is ‘On Track’, ‘Not On Track’, ‘Not Accessing’ in relation to age related expectations. These termly judgements are recorded on the Assessment Overview (Excell spreadsheet on school server). Any child ‘Not Accessing’ the age specific curriculum will be assessed using PIVATs in order for teachers to gain a clear understanding of the child’s individual needs. At the end of the summer term, teachers will use a combination of formative and summative assessment data to identify if a child is working at age related expectations, below age related expectations or not accessing age related expectations. Termly data drops will take place at the end of each term; the data gathered will inform Pupil Progress meetings held between the Headteacher and class teachers.

Principles of Summative Assessment

- To enable the school to demonstrate progress, attainment and wider outcomes
- To enable subject leaders to monitor the progress and attainment within their subject across school
- To enable the parents to track their child's progress across the year
- To give detailed information on previous understanding, attitude and knowledge
- To enable smooth transition into the next year group so work can be matched quickly to the needs of the pupils
- To enable parents to understand what their child has achieved and contribute to their progress

Principles of Nationally Standardised Summative Assessment

- To enable the government to monitor schools' pupils' attainment and progress
- To enable parents to compare schools in an area
- To enable the school to demonstrate progress, attainment and wider outcomes
- To enable schools with similar contexts to compare outcomes

Summative Assessment Procedures

Year Group	Autumn	Spring	Summer
Nursery	Baseline teacher judgements using Birth to Five Ranges	Mid-year teacher judgement against Birth to Five Ranges Baseline teacher judgements using Birth to Five Ranges for new admits	Exit teacher judgement against Birth to Five Ranges Baseline teacher judgements using Birth to Five Ranges for new admits
Reception	Reception Baseline Assessment (RBA) Baseline teacher judgements using Birth to Five Ranges	Mid-year teacher judgement against Birth to Five Ranges	Teacher judgements and moderation against Early Learning Goals
Year 1	Read, Write, Inc phonic Assessments	Read, Write, Inc phonic Assessments	Read, Write, Inc phonic Assessments Year 1 Phonics Screening Check
Year 2	Read, Write, Inc phonic Assessments	Read, Write, Inc phonic Assessments NFER SPaG <ul style="list-style-type: none"> • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning 	Read, Write, Inc phonic Assessments Year 1 Phonics Screening Check (retaken for children who did not pass in year 1) End of KS1 SATs
Year 3	<ul style="list-style-type: none"> • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning 	<ul style="list-style-type: none"> • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning 	<ul style="list-style-type: none"> • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning
Year 4	<ul style="list-style-type: none"> • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning 	<ul style="list-style-type: none"> • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning 	<ul style="list-style-type: none"> • Year 4 Multiplication Check • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning
Year 5	<ul style="list-style-type: none"> • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning 	<ul style="list-style-type: none"> • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning 	<ul style="list-style-type: none"> • NFER SPaG • NFER Spelling • NFER Reading • NFER Arithmetic • NFER Reasoning

Year 6	<ul style="list-style-type: none"> • End of KS2 Mock SAT: Spelling, SPaG, Reading, Arithmetic and Reasoning 	<ul style="list-style-type: none"> • End of KS2 Mock SAT: Spelling, SPaG, Reading, Arithmetic and Reasoning 	<ul style="list-style-type: none"> • Complete end of KS2 SATs
--------	--	--	--

Assessment in EYFS

Please see Early Years Handbook 2023.

Assessment if children with SEND

Learning Plans

Learning Plans are written and reviewed three times each year as part of the assessment procedure. Such documentation is written with all stakeholders involved.

All children are assessed against age-related expectations. For children who are working significantly below age related expectations, teachers use PIVAT assessment tool.

How do we ensure that assessment judgements are rigorous and reliable?

We will continuously monitor, evaluate and review assessment throughout the school by:

- Monitoring children's work –Leadership Team and Subject Leaders
- Moderating across year groups, phases and across our local cluster of schools (judgements agreed by Local Authority, where appropriate and if selected)
- Formal standardised summative assessments
- Termly Pupil Progress Meetings – Class teachers and Headteacher
- Professional development and support
- Establishing effective, professional partnerships with parents/carers and using their advice and support, where necessary

Moderation

At Lobley Hill Primary School we believe moderation is an essential part of the assessment cycle if we are to achieve continuity and progression for our learners. As part of the moderation process staff may be involved in discussions with:

- Year group team
- Colleagues within the phase or across school
- Performance Managers
- Wider Leadership Team
- Cluster schools' moderation
- Local Authority moderation

Roles and Responsibilities

Governors

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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Headteacher

The headteacher is responsible for:

- Ensuring 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

The Role of the Assessment Leader

The Assessment Leader is part of the Wider Leadership Team. The Assessment Leader's responsibilities include:

- Contribute to the School Improvement Plan
- Plan, lead and monitor INSET sessions
- Liaise with curriculum leads
- Liaise with the Wider Leadership Team
- Inform Governors
- Implement, drive, and evaluate assessment procedures and changes.

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the age related expectations for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitor and Evaluate

In order to present our children with the best possible opportunities in life and keep up to date with an ever-developing society it is essential that we amend our assessment policy, thus procedures in accordance with Local and National expectations. Therefore, the policy may be updated in light of changes which are statutory requirements and also recommendations which we feel will benefit our children and staff at Lobley Hill Primary School.