



# The Leys Primary & Nursery School

Learning Today ....Leading Tomorrow

## Assessment Policy

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### Introduction

This Policy outlines the purpose, nature and management of assessment at The Leys Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at The Leys and enables teachers to deliver education that best suits the needs of their pupils.

### Aims

The aim of the policy is to give a clear outline of all assessment techniques at The Leys Primary School, to ensure that assessment is used as a tool to identify gaps, inform planning, to track pupil progress and to raise standards.

### Entitlement

It is the entitlement of every child at The Leys to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

### Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.
- All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

## **Forms of Assessment**

### **School Summative Assessment**

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning. In Writing, in Y3+, pupils are required to publish 1 main text type per half term- leading to 6 published pieces of work by the end of the school year. Y1 and Y2 will end with 3 published text types at the end of the year. Reception has a folder for writing work to support assessment. HFL TAFS are also used in Y1-6 to assess work against writing objectives. In Maths, teachers incorporate daily 'Can I Still?' activities at the beginning of the lesson to check pupils' prior knowledge and understanding of curriculum objectives. In Reading, teachers use whole class and reading provisions, with the support of benchmarking to record progress and achievements against the national curriculum objectives. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or who have fallen behind are targeted for same day interventions and targeted provisions, especially in Reading and Phonics.

### **Nationally Standardised Summative Assessment:**

#### **Reception Baseline Assessment**

This test is administered internally. These results are then reported to the Government.

#### **Reception Good level of Development Assessment**

This refers to a summative assessment judgement at the end of the Reception year. It is a measure of attainment, not progress.

#### **Year 1 Phonics Screening Test**

This test is administered internally. These results are then reported to the local authority and to parents.

#### **Year 4 Multiplication tables check**

In year 4, pupils will take part in a national multiplication test. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics

#### **National Key Stage Two (Year 6) Assessments**

The pupils will also sit tests which will consist of:

English reading Paper 1 – reading booklet and associated answer booklet

English grammar, punctuation and spelling Paper 1 – short answer questions

English grammar, punctuation and spelling Paper 2 - spelling

Mathematics Paper 1 – arithmetic

Mathematics Paper 2 – reasoning

Mathematics Paper 3 – reasoning

### Day-to-day In-School Formative Assessment:

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. Teachers use 'Can I still?' tasks to assess pupil's knowledge, skills and understanding. The aim of these tasks are to identify gaps and misconceptions for all pupils, the nature and delivery of task varies in regards to year groups and SEND needs. The 'Can I still?' tasks enable teachers to identify 'where and what' pupils are struggling, what learning needs to be consolidated and when they are ready to progress and move on with their learning. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary.

*(Can I still? Tasks include; debates, use of drawing, questions, google forms, mini quizzes, drama activities and much more)*

Other methods of formative assessment we use include; the use of pertinent questioning, marking of pupils' work using our marking guidelines (see Marking & Feedback policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the Quest Question and Steps to Success criteria. They can then identify how they can improve.

### Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at The Leys. Staff use success criteria, peer marking and peer and self assessment to involve pupils in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform

assessments. Our focus on Verbal Marking & highlighting systems; pink , yellow and green ensures that children know what they need to do to improve and what they have done well.

Teachers regularly rag-rate pupils against national curriculum standards for all subject areas using the school's own assessment grids. This form of assessment enables teachers to identify gaps in learning, focus areas in the learning sequence and misconceptions to address.

### Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking & Feedback Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self assess and peer mark their learning. (See school Marking & Feedback Policy)

### National Curriculum assessments (SATs)

End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Children in Years 1, 2, 3, 4, 5 and 6 will be assessed using the National Curriculum Objectives. Staff are expected to analyse the results in preparation for Pupil Tracking Meetings (PTM) which take place with representatives from the SLT throughout each term.

### End of key stage assessments

Teachers set a range of work to enable them to assess the children's achievement against the requirements of the new national curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work to assess progress and whether children are working at, below or above the expected standard for the end of the key stage. The year group teachers concerned make these judgments, with advice from the core subject leaders, the Headteacher and Deputy Headteacher. Teacher assessments are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school on a termly basis.

### Teacher Assessments

At the end of year 1-6 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

Reading- working below the expected key stage two standard, working below the expected standard/ key stage, working at the expected standard and working at greater depth within the expected level.

Writing- working below the expected key stage two standard, working below the expected standard/ key stage, working at the expected standard and working at greater depth within the expected level.

Mathematics - working below the expected key stage two standard, working below the expected standard/ key stage, working at the expected standard and working at greater depth within the expected level.

Science- working below the expected key stage two standard, working below the expected standard/ key stage, working at the expected standard and working at greater depth within the expected level.

### Accuracy and consistency of Judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree with judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. At The Leys, we also work with colleagues in our cluster to ensure that our judgements are accurate and consistent across the term.

Staff training is arranged when there are changes to assessment processes or when staff are new to the year group, to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with all staff so that we continue to develop and improve our practice.

### Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 – 6. Short term (next steps) targets in writing, reading and maths are set in Early Years Foundation Stage (EYFS) and Years 1 – 6. They are reviewed regularly.

### Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Written information and record sheets are passed from the nurseries to the EYFS class teachers and from EYFS to Year one. The EYFS teachers meet with the Headteacher/ Deputy head to discuss the children's progress at termly PPM meetings.

The Foundation Stage Profile begins in nursery school, is added to each term and completed by the end of the EYFS year. On entry to EYFS at The Leys, the seven areas of learning are assessed using the teachers professional judgement from observations of each

child to develop an initial overview of children's abilities. These seven areas of learning are then regularly assessed through both teacher and child initiated activities in the form of observations.

These assessments are sometimes moderated by the local authority.

#### Records

Records of end of unit assessments, formative assessments, SATs results and teacher assessments (TAs) are stored on Arbor.

School Pupil Tracker Online assessment documents are used as an aid to effective planning. The progress of children receiving extra support is monitored by the class teacher of staff delivering the support. Teaching assistants report on assessment outcomes to the class teacher, who then reports to the SENCO.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The pupil end-of-year report is filed.

#### Curriculum Links

Assessment is an integral part of curriculum delivery at The Leys Primary School . Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

#### Monitoring

The SLT monitor class on-line assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

#### Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at The Leys ensures that identification of these children is systematic and effective.

#### Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND local offer. For all children at the school-support

stage of the Code of Practice, or above, an individualised Education Plan will be implemented. When teachers assess a child with SEND they will draw upon the SEND tracker; any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

#### Reporting to parents

Parents receive a written report annually at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and engagement in all areas of the curriculum. SATs results for children in Year 6, Timestable Check in Year 4 and teacher assessment in Years 1, 2, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the Reception class receive a report based on the Early Learning Goals at the end of the academic year. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with SEND may be given an additional opportunity to meet with staff and the SEND team.