



Assessment Policy

1 Title Page

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2 The aims and principles of assessment

At Higham Primary School, we believe that the key aim of assessment is to **support pupil achievement and progress**, through providing information to improve teaching and learning.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge, skills and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to **make** progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

The principles that underpin assessment at Higham Primary are:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- strategies are used to ensure that pupils have a secure understanding of key knowledge, skills and concepts before moving onto the next phase in their learning.
- the school ethos promotes and emphasizes the opportunity for all children to succeed when taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment supports informative and productive conversations with staff, children and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- we achieve our assessment without adding unnecessarily to teacher workload
- assessment is inclusive of all abilities
- a range of assessments are used day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.



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3 Types of assessment

At Higham Primary School we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

3.1 Assessment for learning (formative assessment)

Formative assessment takes place during the learning process and is used to inform the teacher about what steps to take next. It provides teachers with tools for adapting their lessons to students' learning needs and informs them as to how well they are progressing towards meeting the learning objectives. In this way it provides opportunities to improve learning outcomes for the children as the lesson progresses. In practice formative assessment can take many forms including: targeted questioning, constructive oral/written feedback, using whiteboards to assess all children's understanding or exit cards.

3.2 Assessment of learning (summative assessment)

Summative assessments occur at defined periods of the academic year and usually involve pupils sitting a test in maths, reading and Grammar, Punctuation & Spelling (GPS). In Year 1 pupils undertake the Phonics Screening Check and in Year 2 those pupils who did not pass the Phonics Screening Check will retake the check. In Year 4 pupils will sit the Multiplication Tables Check. Pupil's attainment in other areas is teacher assessed against the National Curriculum expectations (see assessment timetable). Summative assessment is an essential tool for tracking progress over time and identifying gaps in learning for long term planning.

Table 1 shows how summative assessments are carried out in each year group throughout the academic year.

	Autumn	Spring	Summer
	Ongoing assessment against Development Matters July 2021 and Birth to 5 Matters		
Year R	Reception Baseline Assessment (RBA) Teacher Assessment RWI (Phonics) Assessment	Teacher Assessment RWI assessment	EYFS Profile Teacher Assessment RWI assessment



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Year 1	Teacher assessment against the EYFS Profile/ Y1 NC expectations RWI assessment Phonics Screening Check Practise	Teacher assessment against the Y1 NC expectations RWI assessment Phonics Screening Check Practise	Teacher assessment against the NC Y1 expectations Phonics Screening Check RWI assessment
Year 2	Teacher assessment against NC Y2 expectations RWI assessment if appropriate Schonell Spelling Age STAR Assessment (ZPD and Reading Age) if appropriate	Teacher assessment against NC Y2 expectations RWI assessment if appropriate STAR Assessment (ZPD and Reading Age) if appropriate	End of KS 1 SATs Teacher Assessment Phonics Screening Check (if standard not met in Year 1) RWI assessment if appropriate Schonell Spelling Age STAR Assessment (ZPD and Reading Age) if appropriate
Year 3	Yr 3 Testbase Autumn Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment STAR Assessment (ZPD and Reading Age) Schonell Spelling Age	Yr 3 Testbase Spring Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment STAR Assessment (ZPD and Reading Age)	Yr 3 Testbase Summer Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment Schonell Spelling Age STAR Assessment (ZPD and Reading Age)
Year 4	Yr 4 Testbase Autumn Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment STAR Assessment (ZPD and Reading Age) Schonell Spelling Age Multiplication Tables Check practice (TTR)	Yr 4 Testbase Spring Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment STAR Assessment (ZPD and Reading Age) Multiplication Tables Check practice (TTR)	Yr 4 Testbase Summer Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment Schonell Spelling Age STAR Assessment (ZPD and Reading Age) Multiplication Tables Check
Year 5	Yr 5 Testbase Autumn Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment STAR Assessment (ZPD and Reading Age) Schonell Spelling Age	Yr 5 Testbase Spring Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment STAR Assessment (ZPD and Reading Age)	Yr 5 Testbase Summer Term tests for Reading, SPAG, Arithmetic and Reasoning Teacher assessment Schonell Spelling Age STAR Assessment (ZPD and Reading Age)
Year 6	Yr 6 Testbase Autumn Term tests for Reading, SPAG, Arithmetic and Reasoning	Year 6 SATs previous years Teacher assessment	KS2 SATs Teacher assessment Schonell Spelling Age



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	Teacher assessment STAR Assessment (ZPD and Reading Age) Schonell Spelling Age PESE 11+ optional tests	STAR Assessment (ZPD and Reading Age)	STAR Assessment (ZPD and Reading Age)
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4 Assessment in the Foundation Stage

All pupils will partake in the Reception Baseline Assessment (RBA) within the first 6 weeks of school. Also on entry to the school children will be assessed against Development Matters 2021 and Birth to 5 documents to provide a baseline from which progress will be measured. Results are used to inform planning, set targets and aid early identification of special needs. Children will then be teacher assessed at the end of term 2, the end of term 4 and in term 6 to ensure that the next steps in learning are appropriately planned in order to help children make progress. Tapestry, an online learning journal, is used throughout the reception year to record ongoing observations and assessments in the seven strands of learning and the characteristics of effective learning. This is a “live” platform, where observations are shared instantly with parents, who are invited to comment on observations and create their own observations as well. Each child’s typical developments and achievements are recorded in the EYFS Profile at the end of the year.

5 Records and Record Keeping

Teachers use records to review pupil’s progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways. These include:

- Teacher’s plans, which may be annotated, to show those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.
- Children’s work including written feedback from teachers.
- Teacher’s informal notes / mark sheets
- Accelerated Reader Reports (Kept online within Accelerated Reader platform)
- RWI termly assessments (Kept online within the RWI Portal)
- Formative assessments either paper copies or kept on online
- EYFS Profile
- End of year Pupil Report



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6 Assessment Information

All classes have summative and formative data stored securely either in an online folder or within the Bromcom platform. Pupils are teacher assessed three times a year using the following terminology:

- PKF – Pre Key Stage Foundations
- WTS – Working towards expected standard
- APP – Approaching the expected standard
- L EXS – Working at the lower end of expected standard
- EXS – Working at the expected standard
- H EXS – Working at the higher end of the expected standard
- GDS – Working at the greater depth standard

In Key Stage 1 this is for Reading, Writing and Maths, and in Key Stage 2 this is for Reading, Writing, SPAG and Mathematics. This data is collected in terms 2, 4 and 6 and is used to support discussions during pupil progress meetings; to track individual and groups of pupil's progress; to identify vulnerable groups; to identify pupils who are not on track to meet expectations; and to identify pupils who are on track to exceed expectations.

Formative assessment is also recorded within the assessment folder for writing and science against the National Curriculum objectives. This is updated regularly by class teachers.

Teacher assessment for foundation subjects takes place regularly by the class teacher and this information is used to inform planning and shared with subject leaders.

7 Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools
- By attending LA sessions to ensure our judgements are in line with other schools
- Through external moderation visits
- By using the SATs exemplification materials
- New teachers are supported by their mentor in making judgements about levels at each assessment period in their first year.

8 Reporting

Reporting to parents will take place through Parents' Evenings in the autumn and spring terms, written reports in the summer term, and the opportunity to discuss the content of written reports at the end of the school year.

A written report for each child is sent to parents, once a year, at the end of the Summer term. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations for English

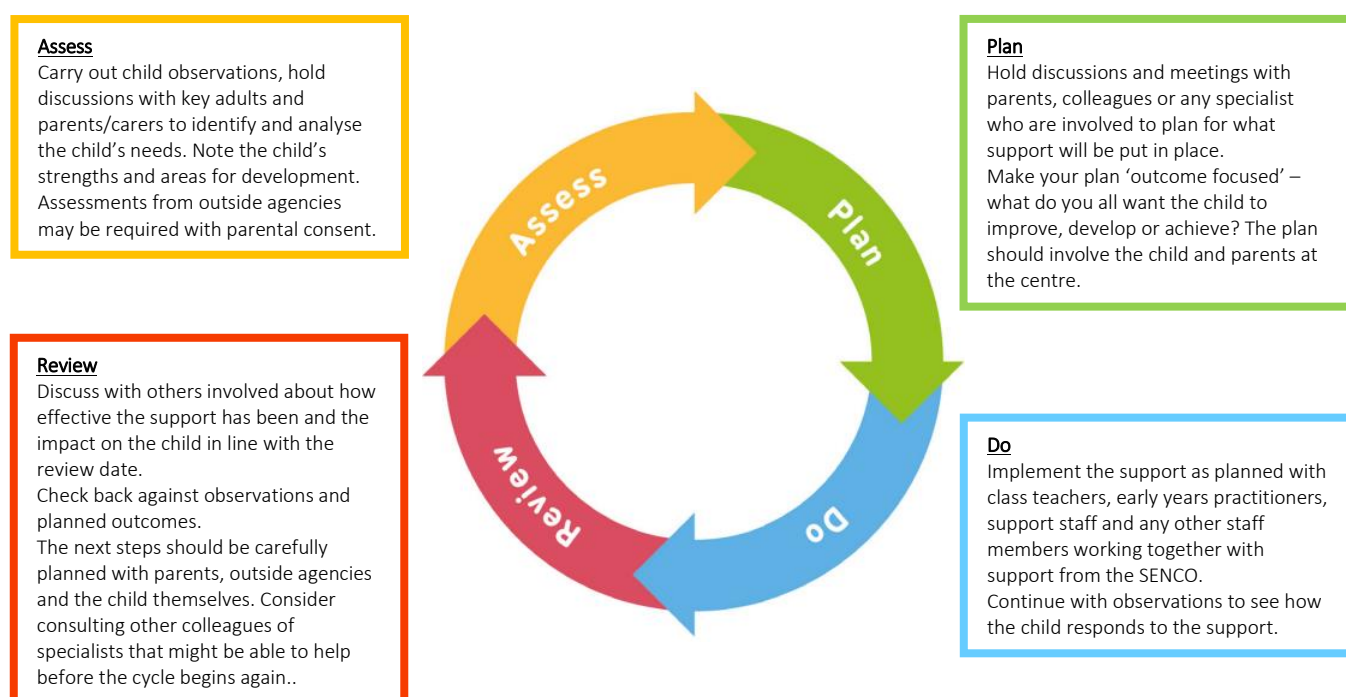


and Mathematics. For children at the end of Foundation Stage parents will be informed of their child's ability against the seventeen Early Learning goals within the Early Years Foundation Stage Profile. Year 6 parents will be informed of their child's performance in the end of Key Stage 2 SATS. In Year 1 and 2 (where applicable) the phonics screening result is reported to parents. In Year 4 the Multiplication Tables Check will be reported to parents.

9 Special Education Needs (also refer to the SEND Policy)

The SENCO and assessment coordinator will arrange appropriate support for children with special education needs at assessment times in Key Stage 2 so that they can access the tests, and if they are appropriate to the level they are working at. The access arrangements, as described in the guidance document for Key Stage 2 SATs, are followed and the support given may take the form of a reader, a prompt, a scribe, modified materials or additional time allowed. Where a child is working at a level significantly lower than that assessed in the test it may be necessary to use a teacher assessment to level their work accurately. In years 3, 4 and 5, if a child is working below the expectations for their year group they may sit a previous year groups test during assessment weeks, so that an accurate assessment of their ability and the individual progress they have made can be ascertained. Pupils progress is discussed during pupil progress meetings at least three times a year.

At Higham Primary school we follow the graduated approach as outlined in SEN Code of Practice. See Diagram below:





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10 The Role of the School Assessment Coordinator

The co-ordinator's responsibilities include:

- contribute to the School Improvement Plan through work with the Senior Leadership Team
- leading school development in assessment, recording and reporting procedures
- liaison with core subject co-ordinators within the school
- attend and lead INSET where appropriate
- liaise with the SENCO so that appropriate support is in place during testing.
- keeping Governors informed

11 Monitoring and Evaluation

The assessment coordinator is responsible for monitoring the implementation of this policy. Assessment, recording and reporting procedures should be monitored regularly in order that they remain meaningful and manageable.

12 Links with other policies

- Curriculum
- Early Years Foundation Stage
- Feedback and Marking
- Special Educational Needs and Disabilities
- Subject specific policies e.g. English, Mathematics
- Teaching and learning