





**Carleton Rode &  
Forncett St. Peter  
CEVA  
Primary Federation**



Carleton Rode and Forncett C.E.V.A. Primary Schools' ethos is founded on the belief that we should love our neighbour as we love ourselves and show this by treating others as we would like to be treated.

# Assessment Policy

<b>Formally adopted by the Governing Board of</b>	<b>Carleton Rode &amp; Forncett St. Peter CEVA Primary Federation</b>
<b>On:</b>	<b>April 2023</b>
<b>Review due:</b>	<b>April 2024</b>
<b>Signed by Chair of Governors: B Stodel &amp; D Broughton</b>	
<b>Signed by Executive Head: C Richards</b>	

## **Introduction**

This Policy outlines the purpose, nature and management of assessment at Carleton Rode and Forncett St Peter CEVA Primary Federation. 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 in our federation 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 Carleton Rode and Forncett St Peter CEVA Primary Federation, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

## **Roles and Responsibilities**

The overall responsibility for assessment in KS2 belongs to the Executive Headteacher. The overall responsibility for assessment in KS1 belongs to the Executive Deputy Headteacher but overseen by the Executive Headteacher. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

## **Entitlement**

It is the entitlement of every child in our Federation 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 feedback is used by teachers to inform their teaching and ensure that children know their next steps 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.

## **Forms of Assessment**

### ***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. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. 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. The methods of formative assessment we use include: the use of pertinent questioning; observational assessment and in the moment marking. Flexible groupings are used to allow teachers to address misconceptions and gaps in learning immediately. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson outcomes. They can then identify how they can improve.

### **Formative Assessment or Assessment for Learning (AfL) within the Federation**

The federation has embraced Shirley Clarke and John Hattie's Assessment for Learning (AfL) work which is evidenced-based and has a proven track record for improving children's achievement. It is based on the idea that children will improve most if they understand the learning goal, where they are in relation to this goal and how they can achieve it. It involves several elements including...

- Embedding a culture of trying to think with and use a Growth Mindset approach to our lives where we believe we can all improve and all enjoy success
- Promoting ownership of learning by involving children in planning stages
- Using 'Talk Partners' and a 'no hands up' culture where children are resources for each other and all can be included in and contribute to discussion
- Using mixed ability learning with adapted choices with high expectations which preserve and promote self-esteem
- Using clear learning objectives
- Using clear success criteria (co-constructed wherever possible to aid ownership)
- Using effective questioning
- Continually assessing children's understanding as they learn so that individual and class feedback and the direction of the lesson can be adjusted appropriately
- Quality feedback from peers and teachers which focuses on successes, where excellence is and where improvements are needed
- Using 'mid-learning' stops where examples of improvement are modelled and shared so that feedback and improvement making is immediate and part of the lesson
- Ensuring effective ends to lessons which summarise learning and reflect on it

### **Local In-School Summative Assessment**

Local 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. As a federation, we do not share the assessment papers with parents as these are used to inform planning and next steps and do not provide the whole picture.

In writing, teachers plan for extended writes at appropriate times in the term which can be linked to other curriculum areas.

In maths, teachers use bespoke assessment material alongside the White Rose Maths assessments to provide evidence of achievement against the curriculum objectives. In Reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum objectives, alongside the Scholastic Reading assessments. Summative assessment tests are carried out during the year. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are supported with interventions.

### **Nationally Standardised Summative Assessment**

<b>Early Years</b>
A baseline assessment is made during the first six weeks of a child starting Reception by the class teacher.
<b>Year 1 Phonics Screening Test.</b>
This test is administered internally. These results are then reported to the Local Authority and to parents.

### **National Key Stage One Assessments.**

At the end of year 2 pupils will be given teacher assessment standards in Reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

<ul style="list-style-type: none"> <li>• Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.</li> </ul>
<ul style="list-style-type: none"> <li>• Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.</li> </ul>
<ul style="list-style-type: none"> <li>• Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.</li> </ul>
<ul style="list-style-type: none"> <li>• Science – working at the expected standard</li> </ul>

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet

- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

#### **Year 4 Multiplication Tables Check**

This check is administered internally. These results are then reported to the Local Authority and to parents.

#### **National Key Stage Two Assessments**

##### **Teacher Assessments.**

At the end of year 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 at the expected standard, has not met the standard and working at Greater Depth
• Writing	working below the expected standard, working at the expected standard and working at greater depth within the expected level.
• Mathematics	working at the expected standard, has not met the standard and working at Greater Depth
• Science	working at the expected standard, has not met the standard and working at Greater Depth

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

#### **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. In reading, writing and maths, data drops are completed 3 times per academic year and recorded on Pupil Asset. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with a representative from the SLT after each batch of assessments have taken place.

### **Accuracy and consistency of judgements**

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings are arranged for teachers to compare judgements and agree standards.

Staff members attend training and meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

### **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 an adaptation within the curriculum which meets their needs. In addition, the assessment policy in our Federation 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 policy. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. They will gain views from parents, the pupil and any external specialists.

### **Reporting to parents**

Parents receive a written report during each academic year. In KS1 and KS2, this comments on the child's academic progress in the core subjects. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 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 EYFS class receive a report based on the Early Learning Goals.

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 with the class teacher if there are concerns.