

WALTON CEVC PRIMARY SCHOOL

“Every Child, Every Chance, Every Day”



Assessment Policy

1 Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2 Legislation and Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the **Commission on Assessment without Levels**.
- Statutory reporting requirements set out in the **Education (pupil Information) (England) Regulations 2005: schedule 1**
- The research outcomes from the EEF (Education Endowment Fund) and John Hattie.

3 Principles of Assessment

We believe in the statement that all forms of assessment should be used to improve teaching and learning.

At Walton CEVC Primary School we believe that the best form of assessment results from on-going dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress 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 those children who are underachieving and to challenge all children.

The following principles are a basis of our assessment system:

- All forms of assessment should be used to improve teaching and learning.
- It should be simple to use and understand.
- Testing should be rigorous and reliable.
- It should be underpinned by a knowledge of the curriculum.
- It informs planning and delivery of the curriculum.
- It helps a child to recognise the next steps in their learning.
- It should provide reliable information to parents about how their child is doing.

- Our assessment system ensures that Walton CEVC Primary School is keeping up with external best practice.

4 Assessment Approaches

At Walton CEVC Primary School we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

We use three, broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-School Formative Assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve.

At Walton CEVC primary school we use a range of formative assessment techniques which include **marking and feedback**.

Live feedback marking (responsive in-lesson marking which involves quickly circulating and helping children). This is not about a new teaching point but about embedding and deepening learning they already have. In all lessons, pupils should have the opportunity to respond to live feedback given by the teacher or teaching assistant. Children will be expected to make immediate improvements to their work. Live feedback can be provided to the whole class by stopping the lesson and feeding back to all pupils.

At Walton CEVC Primary School, we will also use written feedback and marking codes as well as effective questioning and short recap quizzes at the start and/or end of lessons.

Outcomes of the formative assessment will be used to assess the pupils' knowledge, skills and understanding. If any gaps and misconceptions are identified teachers will amend their planning for the next lesson, provide support in groups or individually, whichever is the most appropriate to address these areas.

4.2 In-School Summative Assessment

Effective in-school summative assessments enables;

- **School Leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit and the impact of their teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.

- **Parents** to stay informed about achievement, progress and wider outcomes of their child.

4.3 Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables;

- **School Leaders** to monitor the performance of school cohorts, identify where interventions may be required and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised Summative Assessments include;

- Baseline Assessment on entry and Early Years Foundation Stage (EYFS) profile at the end of Reception Year.
- Phonics Screening Check in Year 1
- Multiplication Times Table Check in Year 4
- Standard Assessment Tests in Year 6 (SATs)

Other Assessments that may be used

Some children may need closer monitoring than their peers, for example, they have a special education need and/or disability (SEND). For these children, we may assess with additional standardised tests to check progress more frequently, or to gain pre- and post-intervention data to check the effectiveness of an intervention.

Examples of some of these tests are:

- Standardised Reading Tests (e.g. York Assessment of Reading Comprehension (YARC), Single Word Reading Test (SWRT))
- Standardised Spelling Tests (Helen Arkell Test)
- Phonological Awareness Tests (PhAB)
- Specific Learning Difficulty Tests (Dyslexia Portfolio)
- Standardise Speech and Language Comprehension Tests e.g. British Picture Vocabulary Scale (BPVS).

5 Collecting and Using Data

Reading, writing and summative data will be collected termly and entered onto SIMS.net. The data will be used by leaders at all levels to monitor standards in these subjects and to assess the impact of teaching and learning. Data will be analysed to assess the impact of the high quality first teaching, interventions and the impact of specific priorities in the School Improvement Plan.

6 Reporting to Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings to explain our school strategies;

- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents written Progress Reports at the end of the Autumn and Spring terms
- by sending parents written annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home–school agreement.

7 Inclusion

The principles of this assessment policy apply to all pupils, including those with SEND. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8 Training

All staff will be kept abreast of developments in assessment practices through ongoing training and support by leaders at all levels.

9 Roles and Responsibilities

9.1 Governors

- 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 appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

9.2 Headteacher

- Ensuring that 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.

9.3 Teachers

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

10. Monitoring and Review

This policy will be reviewed every two years, or earlier if necessary, by the headteacher, staff and governors. All teaching staff are expected to read and follow this policy and for ensuring that the policy is followed.

The Headteacher and Subject Leaders will monitor the effectiveness of the assessment practices across the school through moderation, learning walks, observations, book scrutinises and pupil meetings.

11. Links with other Policies

This assessment Policy is linked to;

- Teaching and Learning Policy
- Curriculum Policy

Reviewed: June 2025

Next Review Date: June 2027