



Crawford Village
Primary School & Nursery

Small enough to care...big enough to inspire

Assessment Policy

ASSESSMENT POLICY

Rationale

Robust and meaningful assessment procedures underpin effective teaching and learning. Assessment provides a framework for target-setting, monitoring and evaluating, and communicating pupil progress.

Assessment at Crawford Village Primary School aims to:

- Enhance pupil learning and performance
- Enhance the personal development of all pupils
- Ensure progression and continuity of learning throughout school
- Assist in identifying needs
- Involve parents and carers and report to them about their child's progress
- Inform planning and support teaching and learning.

Assessment procedures at Crawford will therefore ensure that:

- Assessment is integral to each pupil's systematic learning
- All pupils are fully involved in the process of assessment
- Records and reports are accurate and informative
- The National Curriculum Programmes of study are the starting point for all assessment planning
- Staff are clear about the objectives for pupil learning and make regular provision for related assessment
- The outcomes of key assessments are used to inform planning.

Methods of Assessment

Assessment is a daily part of school life. Informal assessments, through the monitoring of children's work and their conceptual understanding, are used by teachers to inform planning. 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 children's learning;
- to be summative – providing a snapshot of each child's achievement at the end of a period of learning and at the end of a unit of work.
- to enable the Government to hold schools to account through **nationally standardised summative** assessment.

Assessment for Learning – Formative Assessment

Assessment for Learning is integral to our approach to teaching and learning at Crawford. It involves the use of assessment in the classroom to raise pupil achievement, including:

- Clarifying, sharing and understanding learning objectives
- Eliciting evidence of pupil learning

- Providing feedback to move learning forward
- Using pupils as learning resources for one another through methods such as peer assessment and peer coaching
- Encouraging pupils to take ownership of their learning through methods of self-assessment.

Assessment for Learning opportunities are identified in planning. Marking is against the learning objective (see Marking Policy for detailed overview of marking procedures). Effective questioning is also used to inform assessments. The outcomes of on-going AfL procedures inform future lessons, planning and interventions.

The curriculum at Crawford promotes deep, or ‘mastery’ learning in which learning is broken down into discrete units and presented in logical order. Pupils are required to **demonstrate secure or mastery of the learning from each unit before moving on to the next**, with the assumption that **all pupils will achieve this level of learning** if they are appropriately supported. Some may take longer and need more help, but all will get there in the end. The new national curriculum is premised on this kind of understanding of mastery, **as something which every child can aspire to and every teacher should promote**. It is about deep, **secure learning for all**, with extension of able students (wider content on the same topic) rather than acceleration (rapidly moving on to new content).

Early Years Foundation Stage Assessments

On entry to Reception, a baseline assessment is completed (within the first six weeks of the term). This assesses each pupil’s current stage of development for Literacy and mathematics.

The outcomes of baseline and ongoing assessments for learning are used to inform planning, target setting, phonics groupings and the design of the learning environment. On-going observations are carried out continuously throughout EYFS. Observational evidence for individual pupils is stored in children’s workbooks, class floorbooks and through the Seesaw app.

Assessment in Key Stage 1 and Key Stage 2

Core subjects

Children are assessed in reading, writing and maths at termly intervals. These assessments will help inform teacher planning alongside daily AfL.

For each year group, a child showing knowledge, skills and understanding expected for their age would be described as being at ‘Expected Standard’ for their Age Related Expectation (ARE).

Children who make better progress and have a deep understanding are described as working at ‘Greater Depth Standard’

Not all children may be assessed as being ‘Expected’ against their AREs at the end of each year. These children would be described as ‘Working Towards the Standard’. Termly learning review meetings will identify such pupils and interventions will be implemented in order to close the attainment gap.

Assessments in foundation subjects

Children are assessed in the foundation subjects at half-termly intervals using the Lancashire Planning key learning objectives.

Science is also assessed this way. Additionally, a 'Working Scientifically' assessment is carried out for each science unit to assess progression of scientific enquiry skills.

Statutory summative assessments

EYFS: Pupils are assessed in terms of whether they are secure against the Early Learning Goals for the seven areas of learning. They will have either met or not met the Early Learning Goals.

KS1: Statutory Phonics screening takes place at the end of Year 1. National end of key stage tests are used to assess children's attainment at the end of Year 2.

KS2: National end of key stage tests are used to assess children's attainment at the end of Year 6.

MTC: The Multiplication Tables Check is carried out in Year 4 to assess children knowledge of tables facts.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher (as Assessment Co-ordinator). Other areas of responsibility include:

- Class teachers are responsible for assessment of all pupils in their care
- The EYFS teacher is responsible for managing assessment procedures, with the headteacher reporting the assessment data in the Early Years.
- Subject Leaders are responsible for monitoring standards and assessment procedures within their subject areas
- Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress.

Data Analysis

The Headteacher utilises assessment information and the school's tracking system to monitor pupil progress following the reporting of half-termly assessment outcomes. This information is used to inform:

- Pupil Progress Meetings
- Provision mapping
- School Self-Evaluation
- Reports to Governors
- The School Improvement Plan

Pupil Progress Meetings

Termly Pupil Progress Meetings are led by the Headteacher with class teachers. A standardised summary report of pupil progress is drawn up following discussions around

the attainment and progress of individuals and groups within the class. Targets and interventions are planned accordingly. The impact of these interventions is evaluated during the next cycle of review meetings.

Reporting

Pupils and parents receive formal recognition of pupil achievements in the form of a written report at the end of each academic year. Parents of children in Reception year group receive a report based on achievement within the Early Years Foundation Stage curriculum. In Key Stage 1 and Key Stage 2, this report includes summary comments on the child's academic progress in core and foundation subjects. End of key stage test results are included in the reports of children in Year 2 and 6. The outcome of the phonics screening check is reported to parents of Y1 children and the outcome of the MTC is reported to Y4 parents. In addition, parents receive an end-of-term progress report at the end of the Autumn and Spring terms, informing them of progress against ARE and attitudes to learning.

Parents' Evenings take place twice a year (autumn and spring terms), during which interim summaries of pupil attainment in reading, writing and maths are reported to parents.

Anonymised assessment information is also shared with governors, the school adviser and other relevant outside agencies.

Moderation

Subject leaders study examples of children's work within their subject area. Subject leaders use national and local authority exemplification materials to make age-related judgements. It is each subject leader's responsibility to ensure that the samples of work reflect the full range of ability within each subject. Whole-school moderation of standards in writing and maths occurs on an annual basis. External moderation meetings within the authority and local school clusters are regularly attended.

Monitoring and Review

The Headteacher is responsible for monitoring the implementation of this policy. The policy will be reviewed, and updated as necessary, on an annual cycle.

Policy written: November 2017

Reviewed: November 2018, 2019, 2020, 2021, 2023

Next review date: September 2024