



Steyping C of E Primary School

Assessment Policy

“Do Everything in Love; we do our best in all we do and all we say with God’s help.”

Approved by:	[Mary Smith]	Last reviewed on:	[23 February 2023]
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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](#)

3. Principles of assessment

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

At Steyping, we believe that the best forms of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgements 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.

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Assessment information gathered is used to plan appropriate next steps for all pupils, and should be used as a means to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system:

- All forms of assessment should be used to improve teaching and learning
- Simple to use and understand
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing
- Ensures that Steyning is keeping up with external best practice
- Does not add unnecessarily to teachers' workload
- Accessible by all children in our school

4. Assessment approaches

At Steyning C of E Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 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

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching the expected standard and those exceeding or working towards the expected standard. This information should be used to ensure that any children who are working towards the expected standard are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress.

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 Steyning C of E Primary School, we use a range of formative assessment techniques which include the following:

- Marking and feedback
- Pupil conferencing
- Targeted questioning
- Recap quizzes
- Self and peer-assessment by pupils

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- Observations

These techniques are used to assess knowledge, skills and understanding. Any gaps in learning or misconceptions identified will be evaluated and addressed by teachers in future lessons.

4.2 In-school summative assessment

Summative Assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

Effective in-school summative assessment 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 or period and the impact of their own 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 the achievement, progress and wider outcomes of their child across a period

Internal summative tests

Children will be given formal tests in the core subjects of Mathematics, Reading and SPaG – KS2 (Spelling, Punctuation and Grammar) at three points in the school year. Autumn and Spring term testing provides a provide data to identify whole cohort progress and also children who need further support and intervention and Summer tests give the final judgment for the year. At the end of each term, a level is provided for each child in all three core subjects by the class teacher. These levels are reached by a combination of ongoing teacher assessment as well as the outcomes of the summative tests. This is especially relevant for EAL and SEND children, who may not be able to access age appropriate tests. Alongside this, during Pupil Progress Meetings (PPMs), we ask teacher to reflect on whether students are on track to meet their EOY targets. These results are all stored centrally and provide us with a whole school picture which is used to demonstrate improvement over a long period of time. The outcomes of these tests will also provide useful information for improving future teaching and learning.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages. For Mathematics, Reading and SPAG we use a combination of White Rose and NFER standardised tests. We are confident of their robustness as they are drawn from a large sample size.

Summative judgments of writing

In order to show children's true development in writing, we encourage a more independent write at the end of a taught unit following a scaffolded piece of writing. This allows the children to independently demonstrate the skills and structures that they have acquired during that unit. Children will usually produce 2 or 3 independent writes per term. During the termly assessment cycle (autumn, spring and summer), teachers will use the writing progression document to provide a summative judgement of writing. Teachers will be supported in making these judgements by regular phase, whole-school and locality moderation events.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment 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 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

During their time in school children will sit four external national tests. These are as follows:

- Reception – EYFS profile – submitted in June
- Year 1 – Phonics screening test – June
- Year 2 - KS1 SATS in Reading and Mathematics – June – internally marked and teacher assessment provided
- Year 6 – KS2 SATS in Reading, SPaG and Mathematics –June – externally marked. Teacher assessments in Writing (informed by the SPaG), Reading and Mathematics

5. Collecting and using data

Data drops are scheduled for the end of each term and at this point all teachers must provide a judgement for each child in reading, writing and maths. As previously mentioned, these are teacher assessments which are informed by both formative and summative assessments. This information is then used as the basis for discussions surrounding progress at termly PPMs which are attending by the class teacher, team leader and the SLT.

Currently we also collect end of year assessment data for all foundation subjects. All assessment data is collected, stored and tracked on Insight. All efforts are made to ensure that this process is not onerous and does not add unnecessarily to teacher workload.

6. Reporting to parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from members of staff. We endeavor to communicate well through Weekly Digests, termly curriculum information, homework tasks, reading journals, reports, pop-ins, parental workshops and the website. Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' evenings are held in the autumn and spring and terms. A full report is sent to parents at the end of the year. The report will cover the child's performance in all National Curriculum subjects. In summer term, a written progress report will communicate achievement; at the end of Key Stage 1 it will include the level the child has attained through teacher assessments in reading, writing and maths. In Year 1, it will include details of the phonic screening. At the end of Key Stage 2, it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through teacher assessments in Reading, Writing, Maths and SPAG.

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7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

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

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the Insight school assessment information system will be provided.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Coordinator will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

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

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects

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- 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

Teachers are responsible for:

- 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

This policy will be reviewed annually by the Assessment Coordinator and the SLT. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Assessment Coordinator and the SLT responsible for ensuring that the policy is followed.

The Assessment Coordinator and the SLT will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Book scrutinies
- Pupil progress meetings
- Learning walks
- Pupil voice

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures