

(Updated October 2024)

Hall Green Primary School



Assessment Policy

Ratified by Governors on: _____

Next Review Due: _____

Contents:

1. Policy Aims.....	Page 2
2. Legislation and Guidance.....	Page 2
3. Our Vision for Assessment.....	Page 2
4. Assessment Approaches	
4.1 – In school Formative Assessment.....	Page 3
4.2 – In school Summative Assessment.....	Page 4
4.3 – National Standardised Summative Assessment....	Page 5
5. Collecting and using data to measure progress.....	Page 6
6. Reporting to Parents.....	Page 7
7. Inclusion.....	Page 7
8. Roles and Responsibilities	
8.1 – Governors.....	Page 8
8.2 – Head Teacher.....	Page 8
8.3 – The Leadership Team.....	Page 8
8.4 - Teachers.....	Page 8
9. <i>Appendix 1 (Assessment overview)</i>	<i>Page 9</i>
10. <i>Appendix 2: Assessment in Reading</i>	<i>Page 12</i>
11. <i>Appendix 3: Assessment in Phonics</i>	<i>Page 14</i>
12. <i>Appendix 4: Assessment in Writing</i>	<i>Page 15</i>
13. <i>Appendix 5: Assessment in Maths.</i>	<i>Page 17</i>
14. <i>Appendix 6: Assessment in Science</i>	<i>Page 19</i>
15. <i>Appendix 7: Assessment in RE</i>	<i>Page 20</i>
16. <i>Appendix 8 Assessment in Humanities</i>	<i>Page 21</i>
17. <i>Appendix 9: Assessment in PSHE</i>	<i>Page 22</i>
18. <i>Appendix 10 Assessment in Computing</i>	<i>Page 23</i>
19. <i>Appendix 11 Assessment in PE</i>	<i>Page 24</i>
20. <i>Appendix 12 Assessment in Art</i>	<i>Page 25</i>
21. <i>Appendix 13 Assessment in Music</i>	<i>Page 26</i>
22. <i>Appendix 14 Assessment in DT</i>	<i>Page 27</i>
23. <i>Appendix 15 Assessment in MFL</i>	<i>Page 29</i>

1. Policy Aims and rationale:

An effective assessment policy should inform whole school practice such that assessment is purposeful in accelerating progress and driving attainment in all areas of the curriculum. It should enable pupils to be active participants in not only their learning but also the evaluation of their progress and attainment. It should recognise that good quality teaching will consistently incorporate ongoing/formative assessment in order to ensure that pupil needs are met. At Hall Green, we believe and foster that purposeful assessment is a critical element in ensuring that our children's learning is cumulative and that previous knowledge and understanding is deep enough to facilitate future learning.

To aid this, this policy aims to:

- Provide clear guidance on our approach to both formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes
- Clearly set out how and when children will be assessed.

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. Our Vision for Assessment:

Our overall aim at Hall Green Primary School is to ensure that all individuals are encouraged to enjoy learning and develop their abilities and skills to the highest possible level in a safe and secure environment. Accurate and effective assessment is at the very heart of this and is the best way to ensure teaching and learning is at its highest possible standard.

At Hall Green, we recognise that learning is not linear and therefore, children should not be judged solely on the basis of a test, but instead, data should be gathered in a number of ways and at a number of different points across the year. We believe that the best form of assessment results from ongoing dialogue and interaction with children, frequent assessment for learning and rigorous and reliable testing when appropriate. It is from this that teaching can best be adapted to meet the needs of each pupil and further learning.

Assessment in all areas of the curriculum must be dynamic; that is, it must continue to evolve in order to:

- a) meet the needs of an evolving curriculum and
- b) facilitate and/or reflect changes which have been identified as making assessment more effective and more purposeful.

Whilst the rationale underlying this policy and narrative which outlines the school's approach will remain consistent, the detail of how each subject is assessed may evolve throughout the period until the next review.

4. Assessment Approaches:

At Hall Green, we see assessment as an integral part of teaching and learning and it is intrinsically linked to our curriculum.

We use 3 broad over-arching 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 expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind 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. We use a range of information to inform teachers' formative assessments. In a nut shell, effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuous basis within a lesson over a period of time and to use this information to provide appropriate support or extension, evaluate teaching, adapt and plan future lessons
- **Pupils** to evaluate their own knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to be informed with some specifics about where their child's strengths and weaknesses lie, and what they need to do to improve

Examples of effective formative assessment used at Hall Green Primary School includes: daily marking of books (following a stringent marking policy which is accessible to children); dialogue between teacher(s) and pupils within the lesson; questioning; mini quizzes; self and peer assessment opportunities; and 'understanding questions' linked to the skills and knowledge being taught. In maths, the use of cold/hot tasks at the beginning and end of each unit of work provides a further form of formative assessment.

Each subject utilises the formative assessment that is best suited to its needs (See Appendices – pages 9 -25).

Pupils are involved in assessing their own work where applicable and teacher's feedback when appropriate both using symbols, developmental written comments, verbal comments and by providing skill or gap tasks for children to address. **The use of this is clearly set out in the schools marking policy.**

Teachers complete a tracker (where deemed appropriate – see appendix 1) for various subject areas that identifies progress against National Curriculum objectives using a RAG rated system (found on 'Insight'). As well as identifying pupils working at and towards age related expectation, they are able to identify pupils that are working at greater depth within the lesson using the colour Blue and those that have

missed the learning opportunity and thus have potential gaps in learning. Where this RAG rated system is not in place, other forms of formative assessment take place. This is detailed further in the Appendices.

SEN pupils working below the National Curriculum are assessed using Sandwell Skills Ladders throughout each half term and online using our Insight system.

The use of such rigorous formative assessments enables teachers to identify which areas within the curriculum need to be re-visited for either an individual, a small group or a whole cohort. Teachers adapt planning and delivery based on this assessment enabling pupils to make good levels of progress by ensuring they have a secure understanding of key skills and principles.

The National Curriculum and Programmes of Study provide the backbone for all of our formative assessment. Using these, we have developed progression documents for each of the core subjects and have identified what a pupil will need to achieve to be judged as 'secure' (working at age related expectation). This provides a benchmark standard for children on entry to each year group. Where children are not meeting this standard, formative assessment can be used to ensure teaching interventions are delivered at the level needed and gaps are closed.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts and specific groups, 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 of time 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 of time.

Throughout the year, teachers may be directed to administer specific tests to support their assessment and/or judgements of pupil's attainment. These may take the form of: termly spelling tests; a half-termly times tables test; reading of Common Exception Words; Salford Reading Age; Maths tests (arithmetic and reasoning), Science Knowledge tests, to name a few.

There is an expectation that teachers will keep a record of scores from summative assessments. These will not be collected centrally, rather the purpose is to use this information: a) formatively, to inform the next steps in each child's learning, to identify whole class areas of concern, and to help identify children performing above or below national expectations and b) to inform summative assessment judgements made for individuals to enable the tracking of progress.

During termly pupil progress meetings, teachers should use this information to discuss with line managers any children who require additional support (usually indicated by insufficient progress), so that support can be provided in a targeted and timely fashion.

Teachers will have the opportunity to provide a teacher assessment alongside any test data submitted. This is especially relevant for EAL and SEND children, who may not achieve test results. Summative judgements are collected in September as baseline data and then updated at the end of every term, at minimum. It is the Head's and the senior leadership's discretion as to whether this is requested more frequently. This is used to assess and monitor the progress of pupils and identify any pupils who may

need further intervention or support. It also helps ascertain where the most effective teaching and learning is taking place across the school.

These results are all stored centrally and provide us with a whole school picture, which can be analysed in different ways. We believe that summative tests need to be as robust as possible so that they can provide the most accurate support to teacher judgements. These then feed into an understanding of how our children are doing comparatively with national averages.

To support their teacher assessment of Reading and SPAG, teachers have access to 'Rising Star' comprehension booklets that provide age appropriate fiction and non-fiction assessments. They are accompanied by a tracking programme which enables teachers to analyse test answers effectively and thoroughly so that areas of strength and weakness can be identified. Reading is also officially assessed using the Salford Reading Scheme which is carried out once per term.

Maths summative assessment is in line with the Singapore Maths structure of units that the school follow. This provides both arithmetic and reasoning assessment papers to assess the retention and understanding of mathematical knowledge and skills taught at that point throughout the year. This is done twice yearly. Summative data for Maths will also be supported by assessments such as multiplication tests. Children also complete an entry and exit assessments in each unit of work (known as cold/hot tasks). Whilst this provides important formative assessment for teachers, it is also a summative indication of a child's progress within a specific area.

In order to show children's true development in writing, we encourage an independent write at the end of most units of work taught. The week leading up to this independent write will be skill and text based and provide the scaffolding needed. This independent piece allows the children to demonstrate the skills and structures that they have acquired during that unit. Children will usually produce 2 or 3 independent writes per half term. Teachers will use the writing progression document to provide planning to address any gaps that emerge. Teachers will use these pieces of writing to make a summative judgement of writing at the end of each term (at minimum). Judgements are made based on a selection of work across the year and pupil work supports staff in making those termly judgements. Summative data for writing will also be supported by assessments such as spelling tests.

The shared language of assessment in our school will be 'Emerging', 'Developing' and 'Secure' and will accompany a number indicating the PoS the child is working within. For example, a child considered to be a D3 will be developing within Year 3 PoS. This could be true of an age related pupil, or a pupil working below their 'ARE'. In relation to Age Related Expectations, a pupil is deemed as 'on track' if they are judged as 'Emerging' at the end of the Autumn Term, 'Developing' at the end of the Spring Term and 'Secure' at the end of the Summer Term, within their respective age related PoS. This reflects the amount of the curriculum that has been taught at that point in the year. A child cannot go beyond the E, D, S termly restriction*, however if a child is judged to be working at greater depth they may be judged as E+, D+ or S+ at the end of autumn, spring or summer respectively.

*When teachers are assessing lightning maths, there is no ceiling to the attainment and therefore, for this aspect only, pupils can be working beyond their Age Related Expectation.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts against the national picture, identify where interventions may be required, and work with teachers to ensure pupils are supported to

achieve sufficient progress and attainment. It also allows trends to be identified and comparisons to be drawn locally as well as nationally.

- **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:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) – optional - and Key Stage 2 (Year 6)- statutory
- National MTC (Multiplication Tables Check) in Year 4.

5. Collecting and using data to measure progress

Summative assessment data is recorded centrally every half term as well as in September when a baseline assessment is given. This summative data enables the school to monitor progress and APS (Average Point Score) uplift and therefore progress at each termly checkpoint. It is expected that a child progresses 1 APS every half term and 1 full letter level every term. Expected progress from end of Autumn to end of Spring term would be Emerging to Developing (giving 2 steps APS).

During pupil progress meetings, teachers are asked to consider and discuss pupils who are at risk of not making expected progress as well as identify pupils who may make accelerated progress. From these discussions, informal target settings can take place for pupils as needed as well as identification of appropriate interventions.

When using data to judge progress, we take account of the level children were judged to be at the end of the previous term. We would expect most children to enter the year group working at the level expected for their standards within that year group. We appreciate that progress is not always linear and some children move on faster than others but by the end of the Summer term, we would expect at least 85%-90% of children in each year group to have made at least expected progress in the core subjects. Where pupils have not made expected progress, we would expect to see that progress has been made in other ways, for example against EHCP targets or against the Sandwell Skills Ladders if the pupil is an SEND pupil.

Assess and review top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children or vulnerable groups and to intervene to support those children when necessary. To this end, post holders analyse data on a termly (at minimum) assessment cycle. Here, leaders look at particular groups (core subjects) and assess how they are doing. They feed any concerns back to senior members of staff, teaching staff and support staff.

The progress of all pupils is discussed during pupil progress meetings with the class teachers and senior leaders of the school. Children who are struggling, not making progress or who teachers feel are a concern in any way are then picked up on individually. The relevant member of the Leadership team, alongside

the teacher, will decide on a course of action for that child, which may include a course of intervention, a possible referral for SEN support or a social intervention.

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 any member of staff and have year group emails set up to enable easy and often quick communication with teachers.

We endeavor to communicate well through newsletters, termly curriculum maps, homework challenges, reading journals, End of Year reports and the website. We enjoy inviting parents in for fund raising events, parental workshops and showcases of work/performance at various points throughout the year.

Parents have regular opportunities to discuss their child's progress with teachers and are encouraged to converse with their teachers when dropping children off or collecting them or to make an appointment (telephone or face to face) if there is something they wish to discuss at length.

Formal parent's evenings are held in the Autumn, Spring and Summer terms. Where possible, this will be onsite with parents face-to-face but when this is not possible (i.e. due to restrictions of COVID, for example), this has been offered over the phone and via zoom.

A full report is sent to parents at the end of the year. The report will relay the child's performance in all National Curriculum subjects as well as a commentary against their performance in English and Maths. At the end of Key Stage 1 it will include the level the child has attained through teacher assessments in Reading, Writing, Maths and Science. 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 in Reading, Writing, Maths, Science and SPAG.

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.

The school currently has a number of children who have specific and /or complex learning needs and who may therefore not be accessing the curriculum for their year groups.

Those with complex SEND, who are working below the yearly progression documents, are assessed using the Sandwell Skills Ladders.

The SENCO is responsible for collecting their data in partnership with the class teacher. The class teacher and relevant 1:1 support staff are responsible for the upkeep of individual SEND children's records of progress and data. Their data will also be included on the centralised Insight system. Those children moving on from the Skills Ladders but unable to access the work for their year group will be teacher assessed using the school's progression documents.

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. Roles and responsibilities

8.1 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

8.2 Head Teacher

The head teacher is responsible for:

- 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

8.3 The Leadership Team

- Reviewing the school's assessment procedures and policy on a yearly basis
- Overseeing standards of teaching/learning and assessment within their phase
- Acting on concerns about a child's progress to ensure adequate support is provided
- Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.



APPENDIX 1

Assessment Expectations Overview:

	Every lesson Assessment	Weekly / Fortnightly Assessment	Per Unit	Termly Assessment	Yearly Assessment
Reading	Marking Books Guided/shared Reading Assessment ticks Planning	Insight objectives (fortnightly) Insight	Comprehension (per unit at least) Books/Folders	Summative Data Insight Reading Ages Phonics (as needed) CEW reading (as needed) Insight Standardised test to follow	EoY Summative Data Insight Reports
Phonics (Little Wandle)	Formative assessment and feedback Verbal	Little Wandle Tracker updated (formative) Little Wandle Website		Little Wandle Tracker completed Little Wandle Website Nursery Phase 1 tracker updated Shared Area	Year 1 Phonics Screening Year 2 Phonics Screening re-check DFE data
Writing (N.B: Spellings to be considered further once phonics is in place)	Marking Books	Insight objectives (fortnightly) Insight	Independent Write Books 2 stars/wish SA Books	Summative Data (ARE) Insight CEW spelling Insight	EoY Summative Data Insight Reports
Maths	Marking Books	Insight objectives (fortnightly) Insight	Hot/Cold Task Books	Summative Data (ARE) Insight Lightning Maths (ARE) Insight	EoY Summative Data Insight Reports Maths Assessment paper (2x per year) Shared Area
Science	Mark selection of work Floor Books Group formative assessment grids Floor Books	Insight objectives (weekly) Insight		Summative Data (Point in Time – 2 separate trackers for WS and KU) Insight	EoY Summative Data Reports
Humanities	Marking Books			Summative Data (Point in Time) Insight	EOY Summative Data Insight

					Reports
Computing	Evidence Books with assessment grid Books		Summative data (Point in Time) Insight		EoY Summative Data Shared Area Reports
RE	Mark selection of work Floor Books			Summative (Point in Time) Insight	EoY Summative Progress Reports
DT	Mark selection of work Floor Books	Formative objectives Insight	Summative (Point in Time) Insight		EoY Summative Data Insight Reports
PSHE	Marking Books				
MFL (KS2)	AfL judgements made Annotations			Highlighting of coverage/ expectations Tracker Language Angels	
MUSIC/ ART (Specialist Teacher)	Daily success criteria completed. Pupil books	Formative objectives Insight	Key Skills Assessment sheets completed (SA/PA/TA) Books		EoY Summative Data Insight Reports
PE (Specialist Teacher)	Formative Assessment PE Insight	Formative objectives Insight		Summative (Point in Time) Insight	EoY Summative Data Insight Reports
SEND+K			Formative Assessment Skills Ladders	Review of All About Me Targets Shared Area	
SEND+K EHCP Pupils	Formative assessment against specific targets		Formative Assessment Skills Ladders EHCP targets Summative Data Insight	Review of All About Me Targets Shared Area	EHCP review assessment Skills Ladders EHCP targets Insight
EYFS	Key observations/photos to assess all areas of learning during child initiated learning and teacher led activities Key work/independent evidence for folders	Observations which will be key to assessment of all areas Wellcomm focus children Updating floor book Phase meetings/conversations to discuss children and interventions	Work to be added to folders if it is purposeful. Add more often if objective has changed. Evidence may only be observational and photos.	Class assessment Sheets (maths/ phonics/ lightning maths) Class fine motor assessments Wandle phonics assessment Summative Assessments Insight	EoY Summative Data on Insight Insight Reports Insight objectives completed End of yr profile completed

		Formative Assessment Insight			and shared with LA, parents and yr 1 Wellcomm data shared
--	--	---------------------------------	--	--	--



Appendix 2: Reading Overview

Formative assessment of Reading:

When Reading tasks are completed as part of an English lesson, Shared Reading session (KS2) work is marked in line with our marking policy. After Guided Reading session (KS1), teacher judgement is recorded against specific skills and verbal feedback is given. This gives teachers the opportunity to assess pupil skills, understanding and knowledge and address any misconceptions or errors rapidly.

'Reading Objectives' on Insight are completed on a fortnightly basis (at minimum). This allows teachers to assess individual pupil understanding, use of skills and pupil knowledge on a 4-point colour coded scale against individual National Curriculum strands. Codes for this assessment are as follows:

Grey - did not attend/access at all

Red – Pupil accessed learning but did not achieve the objective

Yellow – Pupils partially achieved the objective but more work is required to achieve this strand

Green – Pupil accessed objective and is secure in their understanding

Blue – Pupil is secure in relation to the objective and has demonstrated learning beyond that expected of a child at their age (working at greater depth)

Summative Assessment of Reading:

All year groups complete formal tests throughout the year, with the exception of Year 1 who only test in Summer Term. These formal assessments occur at least once a term. These provide the teachers with insight into how well children have retained the knowledge and skills taught to them thus far. It helps the teachers to identify any gaps in learning and any common misconceptions that need to be re-visited throughout the year. Furthermore, it supports the teachers to make a teacher assessment on a half termly basis as to where a child is working in relation to their ARE.

Year 6 carry out more regular formal tests in preparation for SATs. In May, Year 6 pupils take part in statutory SATs assessment (unless it is deemed inappropriate for a pupil to access them). Local Authority moderation of these assessments happens on a rolling programme. Until recently Year 2 SATs were statutory but they are now used to support the class teacher judgement of pupil progress.

Pupils are teacher assessed (with the support of formative and summative data) on a half termly basis. Pupils are judged by ascertaining the year group objectives they are working within and how secure they are with these objectives. A pupil can be assessed as 'Emerging', 'Developing' or 'Secure' within a year group's objectives. A child may also be judged as working at greater depth at each of these points with the addition of a + sign. A child working at the age related expectation for their year group cannot be assessed as fully 'emerging' within their age related year group until the end of Autumn Term, fully 'developing' within their age related year group until the end of Spring Term and fully 'secure' within their

age related year group until the end of Summer Term. This is to reflect the coverage of the curriculum at each respective point in the year.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age and this is accompanied by a written commentary. Following this, parents are invited to attend a parents evening to discuss this further.



Appendix 3: Phonics and Early Reading Overview

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- used by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - the *Little Wandle Letters and Sounds* placement assessment
 - the appropriate half-termly assessments.

Reporting to Parents

- For those children who have sat the Phonic screening check in Year 1 or Year 2, pupils' scores are reported to parents by the end of the summer term in the End of Year report. This includes whether or not their child has met the expected standard, to ensure they are aware of their child's progress in developing phonics decoding skills.
- End of Year reports for children in other year groups may indicate if a pupil is working below, at or above the expected phonic phase for their age in a written commentary. Following this, parents are invited to attend a parents evening to discuss this further.



Appendix 4: Writing Overview

Formative assessment of Writing:

On a daily basis, work is marked in line with our marking policy. This gives teachers the opportunity to assess pupil skills, understanding and knowledge and address any misconceptions or errors rapidly.

'Objectives' on Insight is completed as soon as possible to remain as accurate as possible. There is an expectation that 'Objectives' are assessed at a minimum at the end of every cycle of writing. This allows teachers to assess individual pupil understanding, use of skills and pupil knowledge on a 5-point colour coded scale against individual National Curriculum strands. Codes for this assessment are as follows:

Grey - did not attend/access at all

Red (0) – It has been taught, but not yet understood

Orange (1) – Some evidence of child achieving this but not yet entirely secure

Green (2) – Evidence of child being secure in objective.

Blue (3) – Pupil is secure in relation to the objective and has demonstrated learning beyond that expected of a child at their age (working at greater depth)

In KS1 and KS2, final pieces of writing are assessed using specific assessment frameworks (TAFs) that have been created. This enables teachers to accurately assess learning within a specific genre of work and against specific National Curriculum strands for age-related expectations. Through accurate moderation and assessment of work, teachers can tailor their provision to address gaps or weaknesses presented. The curriculum is then evaluated and designed to ensure that these gaps, misconceptions or weaknesses can be revisited to consolidate and further learning. There is an expectation that this assessment can be used in a formative way to inform the intervention provision for each year group.

Summative Assessment of Writing:

As mentioned above, KS1/2 pupils create final pieces of writing upon completion of their unit of work and following this, teachers are expected to assess the child's writing using the TAF (the assessment framework) provided. Each piece builds a collective picture that will enable staff to make the accurate summative judgements against where the pupils are in relation to age-related expectations on a half termly basis. These pieces of writing assess the attainment against the objectives they have covered up until that point in the academic year. These provide the teachers with insight into how well children have retained and applied the knowledge and skills taught to them thus far. It helps the teachers to identify any gaps in learning and any common misconceptions that need to be revisited in the remedial/revision slots allocated on the Long Term Plan.

Years 2 (optional) and 6 are subject to moderation and their assessment frameworks relate directly to the end of Key Stage frameworks. Local Authority moderation of these assessments and teacher judgements happen on a rolling four-year programme, where 25% of schools are moderated.

Pupils are teacher assessed (with the support of formative and summative data) on a half-termly basis. Pupils are judged by ascertaining the year group objectives they are working within and how secure they are with these objectives. A pupil can be assessed as 'Emerging', 'Developing' or 'Secure' within a year group's objectives. A child may also be judged as working at greater depth at each of these points with the addition of a + sign. A child working at the age related expectation for their year group cannot be assessed as fully 'emerging' within their age related

year group until the end of Autumn Term, fully 'developing' within their age related year group until the end of Spring Term and fully 'secure' within their age related year group until the end of Summer Term. This is to reflect the coverage of the curriculum at each respective point in the year.

Spelling tests are no longer conducted on a weekly basis. Children now have adapted focus spellings in which they have to evidence in their writing and there is testing of common exception words. Common exception word testing happens approximately once per term and will be pitched to match their current ability. These are written and kept in spelling books. An assessment log is kept of children's scores and this can be inputted on to Insight.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age and this is accompanied by a written commentary. Following this, parents are invited to attend a parents evening to discuss this further.



Appendix 5: Maths Overview

Formative assessment of Maths:

On a daily basis, work is marked in line with our marking policy. This gives teachers the opportunity to assess pupil skills, understanding and knowledge and address any misconceptions or errors rapidly.

National Curriculum objectives on Insight are RAG rated on a fortnightly basis (at minimum). This allows teachers to assess individual pupil understanding, use of skills and pupil knowledge on a 5-point colour coded scale against individual National Curriculum strands. Codes for this assessment are as follows:

Grey - did not attend/access at all

Red – Pupil accessed learning but did not achieve the objective

Yellow – Pupils partially achieved the objective but more work is required to achieve this strand

Green – Pupil accessed objective and is secure in their understanding

Blue – Pupil is secure in relation to the objective and has demonstrated learning beyond that expected of a child at their age (working at greater depth)

In KS1 and KS2, cold tasks are used at the beginning of each new unit. This enables teachers to accurately assess a baseline for learning within a specific unit of work and against specific National Curriculum strands. It highlights areas the children are confident in and areas the children are not confident in and therefore this assessment supports teachers to tailor their teaching to meet the needs of the learners. These are revisited as hot tasks at the end of the unit in order to show the progress of learning that has taken place and to provide further insight into any remaining misconceptions, gaps or poorly remembered knowledge/skills. It is expected that this will then inform and impact upon any future interventions and groupings of the children.

Summative Assessment of Maths:

With the exception of Year 2 (optional) and 6, KS1/2 pupils complete 2 formal test throughout the year. There is one mid-point assessment that is carried out approximately half way through the academic year (usually around March) and one carried out at the end of the year (near to July). Both of these formal assessments assesses the attainment against the objectives they have covered up until that point in the academic year. These provide the teachers with insight into how well children have retained the knowledge and skills taught to them thus far. It helps the teachers to identify any gaps in learning and any common misconceptions that need to be re-visited in the remedial/revision slots allocated on the Long Term Plan. Furthermore, it supports the teachers to make a teacher assessment on a half termly basis as to where a child is working in relation to their ARE.

Years 2 and 6 carry out more regular formal tests in preparation for SATs. In May, Year 6 pupils take part in statutory SATs assessment (unless it is deemed inappropriate for a pupil to access them). Year 2 SATs are no longer compulsory and teachers will decide on a year by year basis whether to take part in the formal testing process, depending on the needs of the cohort. The Local Authority continues to moderate these assessments on a rolling programme.

Pupils are teacher assessed (with the support of formative and summative data) on a half termly basis. Pupils are judged by ascertaining the year group objectives they are working within and how secure they are with these objectives. A pupil can be assessed as 'Emerging', 'Developing' or 'Secure' within a year group's objectives. A child may also be judged as working at greater depth at each of these points with the addition of a + sign. A child working

at the age related expectation for their year group cannot be assessed as fully 'emerging' within their age related year group until the end of Autumn Term, fully 'developing' within their age related year group until the end of Spring Term and fully 'secure' within their age related year group until the end of Summer Term. This is to reflect the coverage of the curriculum at each respective point in the year.

Lightning maths assessments are carried out every half term, at minimum. Teachers are issued with Age Related Expectations for mental arithmetic. Using set testing criteria, teachers will assess pupils on a half termly basis and then make a point in time judgement as to whether or not the child is working below, at or above the standard expected for their age. Pupils are encouraged to use TimesTables Rockstars and Maths Frame to practise times tables and this provides further assessment analysis.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age and this is accompanied by a written commentary. Following this, parents are invited to attend a parents evening to discuss this further. Year 4 parents receive a notification about how their child has scored on the Multiplication Check Test by the end of the academic Year.



Appendix 6: Science Overview

Formative assessment of Science:

Each lesson work is marked and a small group table is completed to show how the children achieved and understood the WALT. Comments are sometimes written where needed and the following symbols are used

Ⓐ - fully understood and achieved WALT

Ⓐ p - partially achieved and understood WALT but needs more work to secure

~~Ⓐ~~ - not achieved WALT.

These are then transferred onto an objective assessment on Insight weekly against the unit NC strands that have been covered within the lessons. The following colour codes are used;

Grey - did not attend/access

Red –did not achieve the objective

Yellow – partially achieved the objective but more work is required to secure

Green –secure in their understanding

Summative assessment of Science

Topic tests are used to judge how a child has achieved/understood at the end of a particular unit. These largely test scientific knowledge. This then informs 2 point in time judgements that teachers complete on 'insight'. Teachers must decide, based on the formative assessment and summative tests, whether a child is working below, at or above the expected level for the pupil's age for Scientific knowledge and Working Scientifically.

At the end of each Key Stage (Y2 and Y6) the children are given a level which is gained from teacher assessment throughout the year and using previous years' data. These levels are published.

Reporting to parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age. Parents are also invited to parents' evenings throughout the school year to discuss any areas needed.



Appendix 7: R.E. Overview

Formative assessment of R.E.:

On a lesson by lesson basis, work is marked in line with our marking policy.

An overview sheet is provided of each unit of work listing the children's names and the lesson focus. This is stuck into the title page of each new unit of work in the 'R.E. Big Book'. At the end of each lesson, children are assessed against their attainment within the lesson using symbols as outlined in the schools marking policy. These are:

Ⓐ - fully understood and achieved WALT

Ⓐ p - partially achieved and understood WALT but needs more work to secure

~~Ⓐ~~ - not achieved WALT.

Absent children and any children withdrawn for other reasons are recorded on this sheet also. It is expected that the same children are not withdrawn for interventions during every R.E. lesson as the subject is statutory and wherever possible, children receive the full RE curriculum. Individual work is not marked in addition to this overview sheet unless selected to showcase the work done within the 'R.E. Big Book', however work should be kept in an organised file in each classroom. The use of these symbols will enable teachers to identify areas of weakness and any gaps in skills/knowledge that the children have. It will help to identify weakness and trends in poor attainment. This in turn should impact upon the lessons planned and the teaching that takes place (including interventions and/or re-visiting learning where necessary).

Summative Assessment of R.E.:

It is recommended that the final lesson of each unit is used to recap and assess pupil knowledge and understanding of what has been taught as well as their retention of such information. At the end of each term, teachers are asked to assess pupils based on how pupils have performed during the term. This is recorded online on Insight as a 'snapshot' of whether on target, below or above.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age. It is a statutory expectation that RE is reported on in a pupil's end of year report.

Following this, parents are invited to attend a parents evening to discuss this further.



Appendix 8: Humanities Overview

Formative assessment of History/ Geography:

To ensure coverage of knowledge, all Key stage 1 and 2 History and Geography National curriculum objectives have been mapped out across year groups, in a chronological order where possible. We utilise Chris Quigley's phased milestones for each unit to ensure equity in transference of knowledge and skill. It is expected that each of the phased milestone skill will be covered at least once per year group across each academic year, where phased milestones are not pertinent, they are planned for elsewhere in the academic year within the appropriate phase. Coverage is recorded on skill coverage maps for each year group found on the shared area and staff curriculum folders.

At the beginning of each new unit in KS1 and KS2, front covers are used as knowledge organisers. These small activities are designed to allow children to independently research and find out about key information, individuals, places or vocabulary associated with their current unit. For each lesson, an 'Understanding' question, based on the knowledge or skills learnt in the session, is posed for children to answer in green pen. This is designed to allow teachers to inform sessions by aiding the transference of specific knowledge and can also be used as an on-going assessment tool to highlight misconceptions, to help support in the tailoring of the curriculum to meet the needs of the learners.

'Killer questions' are posed at the end of units. These over-arching open-ended questions are designed to allow children to draw upon a wealth of knowledge and skill taught within the unit in order to fully answer, justify and articulate their responses.

On a session by session basis, work is marked in line with our marking policy using a mixture of symbols and highlighting. This gives teachers the opportunity to assess pupil skills, understanding and knowledge and address any misconceptions or errors rapidly.

Summative Assessment of Humanities:

Pupils are teacher assessed at the end of each unit of work. Pupils are assessed as either 'Emerging', 'Developing' or 'Secure' within a year group's objectives. A child may also be judged as working at greater depth at each of these points with the addition of a + sign. Teachers keep track of pupil attainment via Insight.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age. Following this, parents are invited to attend a parents evening to discuss this further.



Appendix 9: PSHE Overview

(Taken from the PSHE Association- Guide to Assessment KS1-2)

Assessment outline for PSHE:

Assessment and evaluation are central to effective teaching and learning in PSHE education and coincides with teacher evaluation. The focus of this is the process: how well activities worked, how useful resources were, how interesting students found the lesson etc.

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be therefore inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.



Appendix 10: Computing Overview

Formative assessment of Computing

To ensure coverage of knowledge, all Key stage 1 and 2 Computing National curriculum objectives have been mapped out across year groups. Computing is generally divided into Digital Literacy, Information Technology and Computer Science, which underpin all that we do. We utilise a mixture of curriculums, combined to suit the needs of our children: these include but are not limited to Rising Stars, Purple Mash and Teach Computing. Coverage is recorded on long term plans for each year group found on the shared area and staff curriculum folders.

At the beginning of each new unit in KS1 and KS2, there is a heavy focus on Online Safety, linking, where possible, how the new unit relates to the real world. For each lesson, children can produce work in a variety of mediums and evidence is generally collected via photo, video, in written forms, or via Seesaw or Purple Mash or Google Classrooms.

On a lesson by lesson basis, work is marked in line with our marking policy using a mixture of symbols and highlighting, with verbal feedback also acceptable as the lesson progresses. This gives teachers the opportunity to assess pupil skills, understanding and knowledge and address any misconceptions or errors rapidly. Examples of this work are stuck in the Computing books and the rest are filed away. If work is electronic, comments should be made where appropriate, with verbal feedback given as the lesson progresses.

The Computing assessment grid is to be filled in after each lesson, showing the attainment of learners in each lesson, using symbols in line with our marking policy.

Summative Assessment of Computing

The Computing assessment grid is to be filled in each unit, showing the attainment of learners in each lesson. Teachers should give a judgement of WTS, ARE or GDS at the end of each unit, recognising that children can may be working at a completely different level across different areas of the Computing curriculum. Termly assessment judgements are then made and submitted onto Insight as a foundation assessment, recording judgements as one of the following:

- Greater Depth
- On track
- Just below
- Below

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age. Following this, parents are invited to attend a parents evening to discuss this further.



Appendix 11: P.E Overview

Formative assessment of PE

During PE, children are observed carefully and information and evidence is collected from the lessons and noted on paper initially. Children who have low confidence and esteem are facilitated with more adult support and encouragement. Our assessment model suits our curriculum and expected outcomes. The learning activities designed within our curriculum are set to draw out these outcomes in a progressive way.

Digital evidence from P.E. lessons is shown in some units of work like dance and gymnastics. This helps to show the Intent, Implementation and Impact of P.E. in school.

A tracker is completed on Insight. This allows the teacher to assess individual pupil understanding, use of skills and pupil knowledge. Work is assessed against the KS1 and KS2 P.E National Curriculum standards focus areas. Using a 3 -point scale against the National Curriculum strands these are assessed. Codes for this assessment are as follows:

- 1 Red** – Pupils accessing learning but below expected standard
- 2 Yellow/Amber** – Pupils meeting expected standard
- 3 Green** – Pupils exceeding expected standard

Summative Assessment of P.E:

Pupils are teacher assessed (with the support of formative data) on a half- termly basis. Pupils are judged by ascertaining the year group objectives and how secure they are with these objectives. Termly assessment judgements, recognising that children can may be working at a completely different level across different areas of the PE curriculum, are then made and submitted onto Insight as a foundation assessment, recording judgements as one of the following:

- Greater Depth
- On track
- Just below
- Below

A review is carried out which reflects upon P.E and general learning. The documentation and evidence gathered is looked at for each year group and outcomes are used to inform future planning and learning.

Swimming covers children's learning on how to swim unaided in shallow water from a variety of starting points. The children will be taught to swim a minimum of 25 metres using a range of different strokes. They will understand about water safety, hazards and risks and perform self-rescue. Swimming assessment is completed by trained instructors at the swimming baths who inform school staff every week on the progress being made and children are assessed every half term on their competency level. At the end of the year children are given certificates and badges to purchase on their individual progress.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age.



Appendix 12: Art Overview

Assessment is an integral part of the teaching process. Assessment is used to inform planning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Each child has an art sketchbook which serves as a cumulative record of their work. This work is marked in line with the marking policy. This gives the teacher opportunity to assess the proficiency of skills, knowledge and understanding. Pupils are encouraged to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self- assessments against WALTs and success criteria, the use of talk partners and end of unit teacher / pupil evaluation.

A Tracker is completed on Excel. This allows the teacher to assess individual pupil understanding, use of skills and pupil knowledge. Work is assessed against the KS1 and KS2 Art and Design National Curriculum standards focus areas: work of other artists, drawing, painting, printing, collage, sculpture and textiles. Using a 4-point scale against the National Curriculum strands these are assessed. Codes for this assessment are as follows:

- 0** **Blank** – Not taught / did not attend / not accessing
- 1** **Red** – Pupils accessing learning but below expected standard
- 2** **Yellow** – Pupils meeting expected standard
- 3** **Green** – Pupils exceeding expected standard

Summative Assessment of Art:

Pupils are teacher assessed (with the support of formative and summative data) on a termly basis. Pupils are judged by ascertaining the year group objectives and how secure they are with these objectives Termly assessment judgements, recognising that children can may be working at a completely different level across different areas of the curriculum, are then made and submitted onto Insight as a foundation assessment, recording judgements as one of the following:

- Greater Depth
- On track
- Just below
- Below

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age.



Appendix 13: Music Overview

Assessment is an integral part of the teaching process. Assessment is used to inform planning. Assessment is on-going to ensure that understanding is being achieved and that progress is being made. Information and evidence is collected from the lessons and noted in the Assessment Log.

Each year group has an evidence book which serves as a cumulative record of their work. Digital evidence from music lessons is shown. This helps to show the Intent, Implementation and Impact of music education in school.

A Tracker is completed on Excel. This allows the teacher to assess individual pupil understanding, use of skills and pupil knowledge. Work is assessed against the KS1 and KS2 Music National Curriculum standards focus areas: listening, performing, composing, notation and knowledge of genres of music and composers. Using a 4-point scale against the National Curriculum strands these are assessed. Codes for this assessment are as follows:

- 0** **Blank** – Not taught / did not attend / not accessing
- 1** **Red** – Pupils accessing learning but below expected standard
- 2** **Yellow** – Pupils meeting expected standard
- 3** **Green** – Pupils exceeding expected standard

Assessment of Music:

Pupils are teacher assessed (with the support of formative data) on a termly basis. Pupils are judged by ascertaining the year group objectives and how secure they are with these objectives. Termly assessment judgements, recognising that children can may be working at a completely different level across different areas of the curriculum, are then made and submitted onto Insight as a foundation assessment, recording judgements as one of the following:

- Greater Depth
- On track
- Just below
- Below

A review is carried out which reflects upon musical and general learning. The documentation and evidence gathered is looked at for each year group and outcomes are used to inform future learning.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age.



Appendix 14: D.T. Overview

Formative assessment of D.T:

On a lesson by lesson basis, work is marked in line with our marking policy and a selection of work is put inside each classes DT Floor Book. At the end of each lesson, children are assessed against their attainment within the lesson using symbols as outlined in the schools marking policy. These are:

(A) - fully understood and achieved WALT/ skills

(A) p - partially achieved and understood WALT/ skills but needs more work to secure

(A) / - not achieved WALT/ skills

It is expected that the same children are not withdrawn for interventions during every D.T lesson as the subject is statutory. Individual work is not pen marked unless it is selected to showcase the work done within each classes D.T Floor book, however work should be kept in an organised file in each classroom and should be monitored by the teacher in order to inform judgements. The use of these symbols or monitoring will enable teachers to identify areas of weakness and any gaps in skills/knowledge that the children have. It will help to identify weakness and trends in particular skills. This in turn should impact upon the lessons planned and the teaching that takes place (including re-visiting learning where necessary).

A Tracker is completed on Insight per D.T unit. This allows the teacher to assess individual pupil understanding, use of skills and pupil knowledge. Work is assessed against the KS1 and KS2 Design and Technology National Curriculum standards and skills listed on the D.T Skills Overview sheet. Using a 4-point scale against the National Curriculum strands these are assessed. Codes for this assessment are as follows:

Grey - did not attend/access at all

0 Red – Pupil accessed learning but did not achieve the objective

1 Yellow – Pupils partially achieved the objective but more work is required to achieve this strand

2 Green – Pupil accessed objective and is secure in their understanding

3 Blue – Pupil is secure in relation to the objective and has demonstrated learning beyond that expected of a child at their age (working at greater depth)

Absent children and any children withdrawn for other reasons are recorded on Insight also (Grey, as indicated above).

Summative Assessment of D.T.:

At the end of each unit of work, teachers are asked to assess pupils based on how pupils have performed during the half term for that particular unit. This is recorded using Insight as a point in time assessment. Pupils are judged to be either working 'Below', 'Just Below', 'On Track' or at 'Greater Depth'.

The summative assessment should be completed for each child in each class.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age.

Following this, parents are invited to attend a parents evening to discuss this further.



Appendix 15: MFL: Spanish Overview

Assessment is an integral part of the teaching process. It is on-going to ensure that understanding is being achieved and that progress is being made. Pupils' are assessed against five areas; Listening and responding, Speaking, Reading, Writing and Cultural Understanding.

The scheme of work 'Language Angels' ensures that across a 6-week unit the first four areas are regularly taught and re-visited allowing for many assessment opportunities across the unit. Units then end with a formal 'end of unit assessment sheet' which is a useful tool to supplement teachers' judgements when assessing the children. The fifth area of cultural understanding is delivered assessed within MFL lessons and the wider curriculum and within the school environment. Such as in geography, significant days in the calendar, festivals or assemblies.

Each child has a Spanish vocabulary book which serves as a cumulative record of their work and will follow their learning journey throughout KS2. This work is not marked by the teacher, as its main purpose is to serve as a prompt for vocabulary and phrases that the children have learnt. At minimum the books should contain a key vocab sheet for each unit and an end of assessment unit sheet. Across the unit the children may have the opportunity to recall vocab/phrases and the books can serve as a record of these. The tasks can be peer assessed and provide the teacher with another assessment opportunity.

Assessment of MFL:

Pupils are teacher assessed (with the support of formative and summative data) on a termly basis. Pupils are judged by ascertaining the year group objectives and how secure they are with them. A pupil can be assessed as 'Below', 'Just Below', 'On-track or 'GD' within the year group's objectives on Insight tracking within the school's foundation assessment tab.

Below judgements should be drawn if the pupil is working at objectives below their year group.

Just below judgements should be drawn if the pupil is working at the age related level but is not secure in all objectives.

On-track judgements should be made if the pupil is accessing all of the objectives for their age.

GD judgements should be made if the child is exceeding the objectives.

Reporting to Parents

End of Year reports are sent home to parents that indicate if a pupil is working below, at or above the expected level for their age from 24/25 reports.