




**ST PAUL with ST LUKE**  
CHURCH OF ENGLAND PRIMARY SCHOOL  
Leopold Street, Bow, London E3 4LA

**Assessment Policy Version Control**  
**October 2021**  
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<b>Version no</b>	<b>Amendments</b>	<b>Approval date</b>
1	School's version written in response DfE's changes to the curriculum and the removal of national curriculum levels	2015
2	Updated to reflect changes to EYFS assessment Raise on Line replaced by ASP (Analysing School Performance) Changes to Inspection Dashboard	4/10/17
3	Used a different format. Made changes to reflect current practice.	30.10.19
4	New Statutory Framework for early years 2021 changes to assessment	19 October 2021  BENJAMIN BEACH

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Principles of assessment .....	3
4. Assessment approaches .....	3
5. Collecting and using data .....	6
6. Reporting to parents .....	6
7. Inclusion .....	7
8. Training.....	7
9. Roles and responsibilities .....	7
10. Monitoring.....	8
11. Links with other policies.....	8

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## Our Vision

*Jesus said: 'Love one another as I have loved you'. John 15:12*

*As we are loved, so we shall love.*

*We nurture all in our welcoming community.*

*We go above and beyond to help each other to flourish.*

### 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

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

It refers to assessment requirements set out in [The Statutory Framework for the early years 2021](#)

### 3. Principles of assessment

Assessment is implemented according to the 10 key principles of Assessment for Learning, derived from Black and King's research 'Outside the Black Box' 1998.

1. Assessment is part of effective planning for teaching and learning
2. Assessment should focus on how children learn
3. Assessment should be recognised as central to classroom practice
4. Assessment should be recognised as a key professional skill for teachers
5. Assessment should be sensitive and constructive because any assessment has an emotional impact
6. Assessment should take account of the importance of learner motivation
7. Assessment should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Learners should receive constructive guidance about how to improve
9. Assessment develops learners' capacity for self- assessment so that they can become reflective and self- managing
10. Assessment should recognise the full range of achievements of all learners

### 4. Assessment approaches

At St Paul with St Luke 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

Formative assessment techniques used in our school:

- At the beginning of the lesson in KS2 'I remember' retrieval practice, children record what they remember for the last lesson/ session/ unit. KS1 – orally recalling.
- Children retrieve knowledge and vocabulary based on their knowledge organisers in History and Geography
- Children answer multiple choice quizzes
- Learning conversations with children
- In class during teaching, teachers ask open and closed questions.
- All children are expected to respond, including strategies such as Turn To Your Partner (TTYP).
- Teachers listen in to children's discussions

- Cold calling
- Observations
- Marking
- Verbal feedback
- Self and peer-assessment

Teachers use formative assessment to assess knowledge, skills and understanding in the lesson and after the lesson by reading children's work. Teachers plan for the next lesson in which they may go over misconceptions, teach the next step in the sequence of lessons, or increase the challenge for some groups. Some children may need to repeat the learning.

Children are taught to take an active part in their assessment.

#### **4.2 In-school summative assessment**

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
- **Governors** to stay informed about the achievement, progress and wider outcomes of groups of children across the year and over time

#### **Early Years Foundation Stage**

##### **The Statutory Framework for the early years 2021 states:**

- Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.
- Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.
- In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.
- Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.
- Attainment and progress in the Early Years Foundation Stage is assessed at 4 points including the baseline and throughout the year. The data is used in termly pupil progress meetings to inform planning, teaching and assessment and to identify the need for any interventions for children falling behind or SEND referrals.
- In the EYFS the Tapestry online Learning Journey is used to record short observations, photographs, videos, Leuven scales and characteristics of effective learning. These observations are flagged to show an area of learning (eg PSED/UW etc) but are no longer assigned a stage of development. Observations are completed by the child's key worker and wider team. Class teachers ensure there

is a wide spread of observations and assessments for children in all 17 areas of learning which informs planning and assessment. Parents also add photos and comments to Tapestry.

- It is widely recognised that children in EYFS develop at different rates in different areas and that it is not appropriate to expect all children to make 2pts progress in each area each term. Sometimes children will make less progress and sometimes more. In the new framework children are not to be tracked each term for 2pts of progress and they will not be given an age band. Instead at each assessment point children will be identified as 'concerns' or 'no concerns' for that point in the year. Those children that we have concerns about we will put things in place to help them to catch up and progress.
- Children in the EYFS have Special Books in which they can record the learning experiences which are important to them each week.
- Home Visits for all Nursery children and for those new to Reception, happen at the end of the summer term and when possible if a new child is starting during the school year. This enables assessments of children to begin immediately in September and referrals to the local Children Centre can be made as quickly as possible.
- Baseline data for Nursery is collected over the first 6 weeks of the Autumn term. Children are assessed when they show they have settled. Again children in Nursery will not be given an age band and will either be identified as 'concerns' or 'no concerns' for that point in the year using teacher judgment.
- Starting 2021, Reception Baseline Data (RBA) is collected during the first 6 weeks of the autumn term and reported to the DfE
- In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed. The exceeding descriptor has now been removed and children will either be 'expected' or 'emerging'. The early learning goals are goals and not all children will meet them.
- Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child learning and development data set at the end of the EYFS.
- Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

## KS1 and KS2

- **Early Reading:** we use the Read Write Inc (RWI) programme. Children in Reception to Year 2 progress through the different levels of books until they complete the programme, either at the end of Year 1 or at some point in Year 2. RWI assessments happen 6 times a year and children move up to the next group. Children are given 1:1 catch up or are moved onto a different early reading programme which meets their particular needs, if they do not make progress in the RWI programme .
- **Reading:** we use NFER tests in Y1 - Y6 to test children at the end of each term. The results are moderated with our ongoing teacher assessments to decide if a child is attaining at expected, below, or exceeding expectations. SLT moderates the teachers' assessments and childrens' results
- **Phonics:** children in Year 1 are tested in a national phonics screening test in May unless, due to their special needs, they do not have the ability to link sounds and letters. The assessment is administered by the Year 1 teacher and reported to the LA.
- **Maths:** Maths Mastery is taught in Reception to Year 6 (?), there are regular assessments of maths units built into the lessons. In KS2 there are termly NFER tests. SLT moderates the teachers' assessments and childrens' results
- **Writing:** is assessed termly and teachers' judgements are moderated by senior leaders. Y2 and Y6 writing is also moderated externally with schools in the Deanery.
- **History and Geography:** children answer a question essay style - this utilizes some of the skills learnt, they answer multiple choice quizzes which assesses how much knowledge children have remembered

- **Music, PSHE, Computing:** children record at the end of each unit what they have learned in a learning review
- **Science, RE, French, Art:** teachers record who has not met the objectives and then plan interventions to address this
- **PE** is assessed by the sports coach at the end of a unit.

### 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

Nationally standardised summative assessments include:

- replaced by a Baseline Assessment in first 6 weeks of child entering the reception class
- Phonics screening check in year 1 June 2022 (Y2 children to have PSC in December 2021 delayed from previous year due to pandemic)
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)
- National Curriculum Times Tables tests at the end of year 4 starts in June 2022

## 5. Collecting and using data

We aim that assessment does not put an undue burden on teachers, but supports them to plan and teach accurately for their classes. With this in mind, data is collected 3 times a year at the end of each term.

Parents receive their child's annual report once a year in July; teachers share with parents how well their children are doing at parent consultations in the autumn and spring terms.

The headteacher reports to the governors the results of termly assessments and national tests.

Assessment and data from national curriculum tests informs the priorities in the school improvement plan each year as we can identify patterns of underachievement and decide on the actions we will take to address weaknesses.

## 6. Reporting to parents

Assessment data will be reported to parents – through annual reports and parents' consultations

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development in reading writing and maths
- Comments on general progress
- Learning behaviours
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record,

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of National Curriculum tests (Y2 and Y6)

## **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**

We ensure a good understanding of assessment and assessment practice among all teachers and teaching assistants through:

- Scholarpack (MIS) is used to collate data and to measure attainment and progress at 3 points in the year.
- In termly pupil progress meetings ( PAMS) teachers review the data with their line managers and use it to inform planning, teaching and assessment and identify the need for any interventions for children who are falling behind or SEND referrals
- CPD for teachers is built into staff meetings, and internal moderation and external moderation and training
- CPD for teaching assistants is led by the SENDCo at weekly meetings, staff meetings and external training
- The senior leadership team (includes SENDCo) are responsible for ensuring staff have access to continuing professional development opportunities on assessment
- The school stays abreast of good practice, by reading and taking note of what the research tells us; participating in Deanery and THEP training; sharing good practice amongst the Deanery schools and the Trio schools.
- We share good practice at staff meetings and decide what is best for our school; we then trial new ideas to see if they have the desired impact before implementing them.

## **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

## **9.2 Headteacher**

The headteacher 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

## **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy and using their pupils' data to inform lesson planning and interventions

## **10. Monitoring**

This policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the Governors' School Improvement Committee.

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

The headteacher will monitor the effectiveness of assessment practices across the school, through:

- Internal and external moderation
- Lesson observations (ECTs, new teachers on probation) and drop ins
- Learning walks
- Learning conversations with children about the work in their books and their attitude toward their learning in different subjects
- Pupil progress meetings
- Peer Learning with other schools in the cluster

## **11. Links with other policies**

This assessment policy is linked to:

- Teaching and Learning policy
- Early Years Foundation Stage Policy and Procedures
- Marking and Feedback Policy