



# Springvale Primary School

**Policy Title: Pupil Assessment**

**Date of Review: Autumn 2021**

**Review by: Review Autumn 2024**

**Signed by:**

**Chair of Governors**

**All policies available at  
[www.springvaleprimary.org](http://www.springvaleprimary.org)**

## Pupil Assessment Policy September 2021



### A.Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

### B.Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

#### C.Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

## **D. Assessment Policy**

Springvale Primary School values the success and achievement of every pupil and we strive to ensure that each child realises their full potential. Assessment allows us to track an individual's progress on their learning journey. The focus of assessment is on teachers and pupils gaining clear knowledge and understanding of what pupils have learned as distinct from what teachers have taught in the lesson. We recognise that the teacher's assessment and the pupil's own assessment are both central functions in the learning process.

Information gained from different forms of assessment serve many purposes. Assessment can be used to inform pupils, parents and outside agencies of an individual pupil's attainment and progress. Effective assessment procedures provide the means for identifying strengths and weaknesses in pupils' learning and narrowing the learning gap, thereby creating a positive impact on pupils' attitudes and motivation. Assessments can also assist the school in setting appropriately challenging targets and can serve as an aid in evaluating the School's overall effectiveness. The intention is to lead to an improvement in the provision the school makes for its pupils and the standard they achieve.

## **E Aims of the Assessment Policy**

As a school we believe the following statements show the purpose of assessment:

- To help the teacher to evaluate the provision of the curriculum and the way in which it is taught to promote excellent learning
- To identify the needs of each individual child in order to raise their achievement
- To plan the future learning for each pupil through review and target setting
- To provide feedback to the pupil and identify individual achievement through the use of steps to success
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their work
- To enable our children to demonstrate what they know, understand and can do in their work
- To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment strategies
- To provide regular information for parents that enables them to support their child's learning
- To provide the Headteacher, Senior Leadership Team (SLT) and Governors with information that allows them to make judgements about the effectiveness of the school.
- To provide information and evidence for moderators and external agencies

## **F Types of Assessment:**

The school recognises that different forms of assessment are used for different purposes.

**Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

**Summative:** These occur at defined periods of the academic year such as pre-determined SATs tests, online assessments through our internal system 'target tracker', EYFS profile or at the end of a unit of work in class. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for pupil records.

**Diagnostic:** All assessments can provide evidence that identify gaps in an individuals' learning. This information can then be used to inform planning for future learning.

## **G Statutory Assessments**

### **Assessment in the Foundation Stage**

Children will be assessed on entry to school. Results are used to inform planning, set targets and aid early identification of special needs. Ongoing assessments are carried out to ensure that the next steps in learning are appropriately planned in order to help children make progress.

During their year in Foundation Stage 2, children will be assessed using the Foundation Stage Profile, which is based on the teacher's ongoing observations and assessments in the seven areas of learning. Each child's typical developments and achievements are recorded in the Profile.

The primary purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS (F2). The profile describes each child's attainment against the 7 prime areas of learning together with a short narrative about their learning characteristics.

### **The Phonics Screening Check**

The phonics screening check is designed to confirm whether children have secured phonic decoding to an appropriate standard. All children in

Year 1 in must take the phonics screening check in the Summer Term. Children in Year 2 must also take the check if they did not meet the required standard in Year 1. It will identify the children who need extra help to improve their decoding skills.

## **Assessment in Key Stage 1**

Teacher assessment is the main focus for end of Key Stage 1 assessment and reporting and is carried out as part of teaching and learning. The statutory National Curriculum assessments must be administered to all eligible children during the month of May during their time in Y2. Children working in or around expected levels will take the assessment papers in reading, writing and mathematics. Spelling, Punctuation and Grammar (SPAG) is an optional test that we will take to inform KS2 planning for the next 4 years. The assessments are designed to help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1. If teacher assessment and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class. Teachers have to summarise their judgements on children's attainment in relation to the National Curriculum expectations for each eligible child.

The aim is to reach a rounded judgement that:

- is based on knowledge of how a child has performed over time and across a range of contexts; and
- takes into account strengths and weaknesses of a child's performance through the key stage.

They need to determine:

- attainment for reading, writing, maths, SPAG and speaking and listening.

## **Assessment in Key Stage 2**

The Key Stage 2 National Curriculum assessments are designed to test children's knowledge and understanding of specific elements of the Key Stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the key stage. SPAG, reading and mathematics tests are taken at the end of Year 6, in the Summer term.

In 2013 the Government removed the English writing test. Instead the English writing test was replaced by a new statutory test of English grammar, punctuation and spelling. This change follows the Government's acceptance of Lord Bew's recommendation that writing

composition should only be subject to teacher assessment, with the more 'technical' aspects of English assessed via an externally marked test.

The outcomes of these tests are used to:

- Give a measure of pupils' attainment
- Measure progress for each child from F2 to Y6 and Y2 to Y6
- Inform reports to parents
- Provide secondary transfer information
- Inform school self-evaluation in analysing the effectiveness of teaching and learning

### **H Non-statutory assessment**

In addition to the statutory tests, other assessments are carried out throughout school as follows:

- Teachers assess children in reading, writing and maths at the end of October and at the beginning of January and then again at the beginning of May
- Non- statutory past papers and internal or online assessments may be used to assess Reading and Maths, for all pupils except where statutory tests are taken
- Writing is assessed on a half termly basis and is based on writing taught in the previous half term. The outcomes are used to inform the children's writing targets
- In Y2 or Y6 we may try to help the children to prepare for the 'experience' of testing by holding mock assessments once each year
- Dyslexia testing is carried out as and when is considered appropriate.
- Teachers deliver fortnightly / weekly spelling and mental maths tests from Y1 as part of ongoing practice.

### **I.Using Assessment in the Classroom (see alongside Feedback and Marking policy)**

Assessment during the lesson is a key element in enabling pupils to learn and should focus on pointing the way forward in learning. Both during and at the end of the lesson, the teacher:

- Assesses pupils' performance against the learning objectives through questions, discussion looking at written work and watching performance
- Provides oral and, where appropriate, written feedback to the pupil, with an indication as to how well they are performing and information on how they can improve their performance. Teachers are encouraged to praise effort and achievement as well as providing developmental feedback for pupils to act on. The feedback should be explicit about

how the work could be improved and examples of how to improve may be made.

- Record, where appropriate, the individual pupils and groups not achieving the learning objectives and those exceeding expectations. The teacher uses the assessment information gained in the lesson to make changes to the lesson and learning objectives.
- The feedback given should be considered in terms of impact on understanding and progress against the workload of the teacher. Feedback and assessment around the foundation subjects will be mostly verbal and given at the point of teaching.

All statutory and non-statutory test and teacher assessment data is collated on an individual and cohort basis annually.

Data from all assessments will be used to set targets and facilitate tracking.

Information gathered from the Foundation stage profile is forwarded to the Local Authority and collated nationally.

### **Teachers' individual assessments**

Teachers from Class 1 to Class 6 should also make additional assessments of their own in order to best promote learning in their class. It is important that all children should be given the opportunity to demonstrate what they know and can do. Pupils are assessed against the expected standards for their year group in every subject. A variety of assessment techniques are used, along with the following strategies:

- Interaction with pupils as they work by talking and posing questions.
- Observation of specific individuals, groups, processes, end product.
- Noting and analysis of errors, followed by appropriate intervention.
- Encouragement of reflection and self/group assessment

### **J Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

There will be three opportunities across the year for parents to see their child's work- across the core curriculum- in great depth. Two of these will be at Parents' Evening consultation events in November (settling in and target setting) and March (progress and achievement update). This will ensure that we work in partnership with our community to support children to achieve their full potential. The third opportunity will be a 'drop in' session for parents to meet staff and look at work from across the curriculum.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We also include a sheet where the child/family can offer their own evaluation of their performance during the year. In reports for pupils in F2, Y2 and Y6 we also provide details of the outcomes achieved in the national tests. In the reports for other pupils we give national curriculum attainment and a comment on effort and progress for the last 12 months for reading, writing and maths.

### **K Moderation, Continuity and Progression**

All outcomes are moderated internally and externally to ensure that we can be confident in the accuracy of our assessments. We work with a pyramid of local schools to ensure that work samples and teacher judgements are accurate so that child can build on their prior attainment.

All staff will also be involved with moderation activities to ensure consistency between classes as children 'move up'. As children move from one class to another, it is important that best use is made of the previous teacher's knowledge of the children. In order to achieve this, transition meetings are held between 'sending' and 'receiving' teachers.

At these meetings:

- Children's individual educational needs are discussed
- 'Receiving' teachers collate end of year assessment data alongside the 'sending' teacher.
- Each child's last English and Maths book are passed on.
- Targets are set jointly by 'receiving' and 'sending' teacher for each child for the forthcoming year. SLT analyse these targets and make suggestions for more aspirational targets where they see fit as part of the school's improvement work.

### **L Equal Opportunities and Inclusion**

Children with Special Educational Needs and/or Disabilities (SEND) or those who receive additional funding due to their vulnerability should be identified through assessment and all of the personnel responsible for that child will pay high regard to the requirements of 'The Code of Practice' in ensuring the child receives his/her entitlement. Likewise, children who are working beyond their age related expectations will be sufficiently and appropriately challenged and supported to exceed. Pupils with significant or multiple needs may be exempt from assessments, as may those with emotional circumstances, at the discretion of the Head. The Head will seek advice from external agencies prior to making this decision. All children should have equal access to both formative and summative assessment in line with the school's overarching Equal Opportunities Policy.



## **M Role and Responsibilities of the Assessment Leader**

Our assessment leader is responsible for monitoring the implementation of this policy. Feedback will be given to the Headteacher, Governing Body and SLT as part of the ongoing cycle of monitoring. The assessment leader will:

- Formulate the school's Pupil Assessment Policy in consultation with the Headteacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and an up to date assessment cycle
- Maintain the 'tracking file' for whole school data and each separate cohort and consult with all staff about the targets set
- Highlight pupils who have made no progress or are working below expectations and communicate this with parents
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- In liaison with the Headteacher, report to Governors regarding the policy, statutory test results and cohort targets

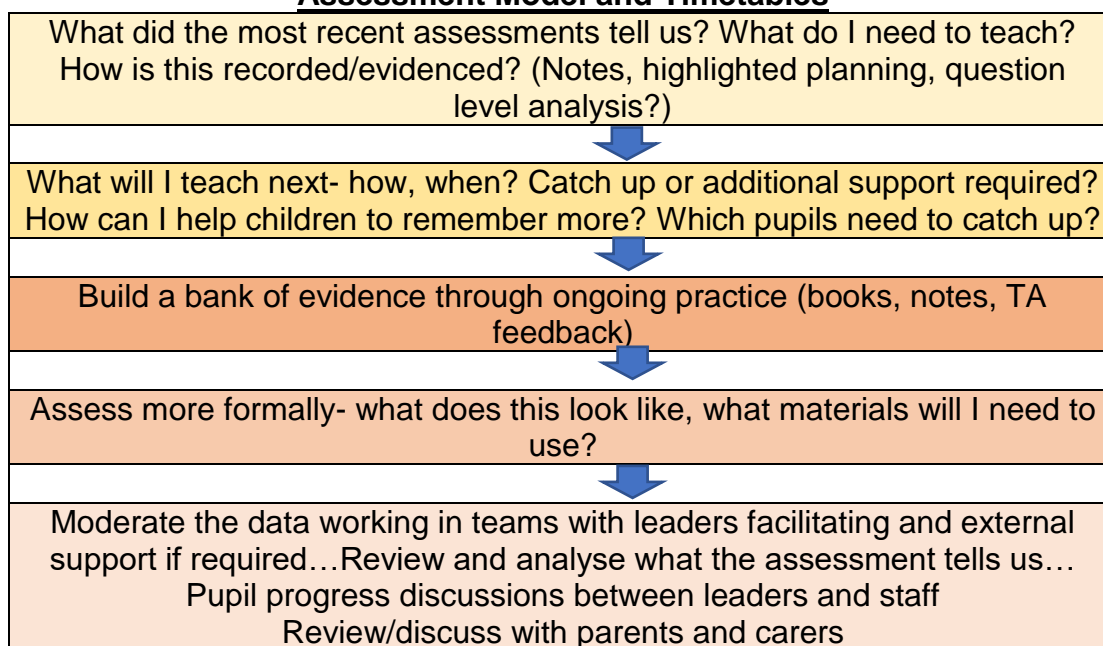
## **N Our approach across the annual cycle**

Please see the document below, example shown is 2021/22 but is repeated annually with review and adjustment each summer term.

## **O Transition**

Data and supporting information is shared with new teachers and leaders each year to support a child's progress between classes and key stages.

**Springvale Primary School**  
**Assessment Model and Timetables**



**2021/22 Key Dates**

Autumn Term 2021	Spring Term 2022	Summer Term 2022
Sp & L assessments by: 24 <sup>th</sup> Sept	Phonics mock by: 28 <sup>th</sup> Jan	Y6 SATs completed by: 12 <sup>th</sup> May
RBA assessments by 1 <sup>st</sup> Oct (F2)	<b>Feedback to parents (progress and attainment discussion) by: 10<sup>th</sup> February</b>	Termly Assessment by: 27 <sup>th</sup> May
SEND/Pupil Premium documents updated by: 22 <sup>nd</sup> Oct	Termly Assessment by: 18 <sup>th</sup> Feb	All data in Target Tracker by: 6 <sup>th</sup> June
<b>Feedback to parents (settling in discussions) by: 4<sup>th</sup> Nov</b>	All data in Target Tracker by: 2 <sup>nd</sup> March	Moderation of attainment/book scrutiny by: 10 <sup>th</sup> June
Termly Assessment by: 12 <sup>th</sup> Nov	Moderation of attainment/book scrutiny by: 4 <sup>th</sup> March	Phonics screen completed by: 10 <sup>th</sup> June
All data in Target Tracker by: 17 <sup>th</sup> Nov	Pupil progress discussions by: 11 <sup>th</sup> March	Pupil progress discussions by: 17 <sup>th</sup> June
Moderation of attainment/book scrutiny by: 19 <sup>th</sup> Nov	SEND/Pupil Premium documents updated by: 1 <sup>st</sup> April	MTC completed by: 23 <sup>rd</sup> June
Pupil progress discussions by: 26 <sup>th</sup> Nov	Foundation subject sheets annotated by: 1 <sup>st</sup> April	<b>Feedback to parents (written reports) by: F1-Y2 30<sup>th</sup> June, Y3-6 8<sup>th</sup> July (to Lee one week before- 24<sup>th</sup> and 1<sup>st</sup>)</b>
Foundation subject sheets annotated by: 8 <sup>th</sup> Dec	Co-ordinator subject attainment review by: 1 <sup>st</sup> April	Transition meetings and visits completed by: 8 <sup>th</sup> July
Co-ordinator subject attainment review by: 10 <sup>th</sup> Dec		SEND/Pupil Premium documents updated by: 8 <sup>th</sup> July
		Whole class end of year foundation subject tracker completed by: 13 <sup>th</sup> July
		Foundation subject sheets annotated by: 13 <sup>th</sup> July
		Co-ordinator subject attainment review by: 15 <sup>th</sup> July