

Assessment Policy

Policy Approved May 2025

To be Reviewed May 2027

School Vision, Values and Aims

Our school vision, values and aims are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

"Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself" (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Luke 10:25-37	The Good Samaritan
Responsibility	Luke 15:11-32	The Prodigal Son
Compassion	Luke 19, 1-10	Zacchaeus the tax collector
Perseverance	Luke 5:17-26	A man is helped by friends to see Jesus

Aims

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness

To listen to one another

To seek enjoyment in our work

To show patience with one another

To show love towards one another

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one another

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one another

To have confidence

To encourage one another

To support and challenge one another

To believe in one another

Introduction

Leckhampton C of E Primary school strives to provide an outstanding education for all children in its care and we recognise the importance of assessment in achieving this goal. The aim of this policy is to set out our assessment intent, implementation and desired impact.

Intention

Assessment is integral to the teaching and learning process. Robust and accurate assessment supports teachers in planning effective lessons which help children to build secure knowledge, skills and concepts over time. We aim to ensure that assessment tasks are manageable and impactful for both staff and children. We are committed to addressing the workload of teachers, ensuring that assessment is useful for all stakeholders and it provides insightful information which will help to support and challenge children in achieving their next steps. We recognise that the soundest judgements are made through dialogue and daily interactions with children, as these best demonstrate where a child is in their learning and where they need to go next.

Assessment is a continuous process that is part of our teaching and learning model. The objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work.
- To help our children recognise the standards to aim for and to understand what they need to do next in order to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To allow teachers to provide appropriate scaffolds and challenge.,
- To provide regular information for parents and carers that enables them to support their child's learning.
- To provide information for outside agencies who are assisting the school in supporting children with specific needs.
- To enhance the transition process between settings.
- To provide the leadership team and governing body with information that allows them to make judgments about the effectiveness of the school, challenge underperformance and to identify next steps in school improvement.

Implementation

There are three main forms of assessment used by school staff.

- Day-to-day formative assessments – to inform teaching on an ongoing basis.
- Summative assessment – to understand children's performance at the end of a period of teaching.
- National statutory summative assessment – to understand children's performance in relation to national expectations and comparisons. The statutory national tests are as follows:

Reception Baseline Assessment in Autumn Term

Early Years Foundation Stage Profile Assessment in Summer Term

Year 1 Phonics Screening Check in Summer Term

Year 2 Optional Key Stage One Tests

Year 4 Multiplication Tables Check in Summer Term

Year 6 SATs (Reading, Maths & Grammar, Punctuation & Spelling)

[Primary assessments: future dates - GOV.UK](https://gov.uk/primary-assessments)

As a school we use formative assessment daily, in all lessons. Our feedback policy expands upon this further, including the approaches to formative assessment that are used by teachers and teaching partners in our school.

Summative assessment is an integral part of the assessment process. It allows teachers to understand children's attainment, to make comparisons and to identify next steps in the teaching and learning cycle. Summative assessments are administered under test conditions and robustly marked and moderated by teachers. The outcomes from summative assessments are expected to have a demonstrable impact on subsequent teaching and learning. Summative assessments are undertaken by teachers for the following subjects:

- **Phonics** – Little Wandle Phonics assessments are used six times a year in Reception and Year 1. These assessments allow teachers to measure progression in phonics progress and plan catch up interventions accordingly.
- **Mathematics** – White Rose assessments are used three times a year for Years 1 – 6. These assessments allow teachers to check children progress and understanding of content at the end of a block of teaching. These assessments enable staff to identify children's next steps.
- **Reading** – NFER Reading assessments are used three times a year for Years 1 – 6. These assessments allow teachers to monitor children's progress and attainment. They produce standardised scores that staff use to identify children's next steps.
- **Spelling, punctuation and grammar** – Rising Stars SPaG tests are conducted by teachers six times a year for Years 1 – 6. These assessments assess the children's spelling, punctuation and grammar. Results are analysed by teachers and used to inform next steps in teaching and learning.
- **Statutory Assessment Tests (SATs)** – Children in Years 2 and 6 will have opportunities to familiarise themselves with SATs papers before they undertake the formal assessments in the Summer Term of these year groups. KS1 SATs are optional and are used by our teachers to help to form their Teacher Judgements. KS2 SATs remain statutory.

Assessment Records

The school uses Sonar Tracker, a comprehensive pupil tracking and assessment software, to record children's attainment and the progress that they have made. Teachers are required to use Sonar Tracker on a regular basis, to record children's learning by identifying whether children have achieved objectives within national curriculum strands. Teachers will also make a teacher judgement for each pupil for each subject at the end of each half-term. The judgements are recorded in the following format:

- ***Working Towards Expected Standard (WTS)***
- ***Working Just At Expected Standard (JEXS)***
- ***Working Securely At Expected Standard (EXS)***
- ***Working at Greater Depth Standard (GDS)***

Teacher Conferences and Transition Procedures

In Term 6, a child's current class teacher meets with the new class teacher to discuss individual children's attainment, progress and attitudes to learning. This information supports teachers in planning lessons which meet children's needs immediately in September.

Reception teachers liaise closely with Early Years settings before children start with us in order to ensure smooth transitions. Similarly, Year 6 teachers liaise closely with staff from receiving Key Stage 3 settings to ensure that all relevant information is passed on.

Moderation

Moderation is an integral part of the teaching, learning and assessment process in school. It is conducted regularly and evidence of this process provided to the Leadership Team. Moderation allows teachers to benchmark judgements, ensuring that their judgements and standards are consistent and that outcomes are reliable. Moderation is a collaborative process and involves teachers from other year groups and potentially cross key stages, especially at the end of the academic year. All moderation should relate to the national curriculum programmes of study and the teacher should be able to provide demonstrable evidence which supports their judgements of a child's attainment.

Moderation takes place within year groups and across phases (inhouse moderation). Moderation also takes place with colleagues across the Cheltenham Leaders' Partnership (CLP).

The local authority also contacts a small number of schools each year to formally moderate the writing of Year 6 pupils.

Reporting to parents

We recognise the role that parents have in supporting children with their learning and value our parents' commitment to their child's education. The school informs parents three times yearly about the progress and attainment of their child. This happens during two formal parents' evenings (held in the Autumn and Spring terms) and through the end of year academic report. Parents also receive a Mid-Year Report in February which summarises their child's effort and attitude to learning. For those children who have sat statutory assessments, results are made available with the end of year academic report. Parents have the right to request further information about their child's academic progress and assessment data. Should such data be requested by parents, teachers are required to explain the assessment data to the parent(s) and provide an explanation of the significance of this information.

Special Educational Needs and Disabilities (SEND)

Assessment is a key part of the teaching and learning process for all pupils, including those with SEND. Day to day formative assessments allow teachers to inform next steps in teaching for those with identified SEND needs. We recognise as a school that progress of those children with SEND will be in line with their abilities and as a result may be smaller steps. Teachers should record the progress of those children with SEND using SonarTracker; a child's my plan or my plan+ will also provide evidence of the progress that a child has made. A class teacher should have a discussion with the school's inclusion lead as to whether the child sits a summative assessment and what access arrangements need to be put in place so that the child can be successful in sitting the assessment. For those children sitting statutory assessments, the guidelines outlined in the DfE's Accessing and Reporting Arrangements should be followed. Some pupils, who have special educational needs, may have alternative assessment arrangements which are more suited to their development. The school subscribes to IASEND which is a tracking website used for a small number of pupils with complex needs. IASEND allows staff to plan for and assess small steps of progress.

Reception Classes

In the Early Years Foundation Stage (EYFS), teachers comply with the requirements outlined by the Department for Education to assess the children's' progress towards the Early Learning Goals. In line with statutory requirements, from September 2020, children will be assessed on entry into the EYFS and within the first six weeks of starting school. The Class Teacher or Early Years Teaching Partner will conduct a one-to-one assessment with each child, lasting approximately 20 minutes which will assess early skills in the areas of mathematics and literacy, communication and language.

Ongoing assessments against each of the ELGs are recorded using the Sonar Tracker system. Teachers and Early Years Teaching Partners use a range of assessment strategies including discussions with children, key questions and observations to assess children's learning. Key milestones in learning are recorded as part of each child's learning journey and parents are an integral part of the process.

Impact

Through a clear understanding of the school's assessment intention, consistent implementation and high expectations of what our children can achieve, we aim for the following outcomes;

- Children will have the opportunity to demonstrate their knowledge and understanding, be supported in achieving their next steps and be able to celebrate their achievements.
- Teachers will have access to valuable information which enables them to plan highly effective sequences of work which offer both challenge and support to learners.
- Teachers will be able to demonstrate the impact that both formative and summative assessments have had on children's progress. They will be held accountable for the attainment and progress of the children in their class. Teachers are also clear on what assessments they must conduct and the intended impact of these.
- Leaders and governors will have access to timely and useful data that can be used to drive forward improvements in teaching and learning, challenge underperformance, celebrate success and evaluate the overall effectiveness of the school.

Monitoring and Review

The Assessment Lead is responsible for monitoring the implementation and impact of this policy and reviewing it to ensure it remains effective and leads to improved outcomes for children.

The Leadership Team monitor children's overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

This policy will be reviewed every two years or earlier if necessary.