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Thameside Primary School:

Assessment Guidelines

Approved by Governors:

Review date: March 2025

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Policy reviewed by:	Ingrid Burton
Key changes:	Updated link P1 Change to FS assessments to on track or not on track grades to P5

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Our guidelines are designed to ensure that assessment is consistent across the school whilst taking in to consideration recommendations from the 'Reducing workload in your school' DfE guidance [School workload reduction toolkit - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/642222/School_workload_reduction_toolkit_-_GOV.UK.pdf)

Aims and objectives

- Recognize and celebrate the whole range of children's achievements and experiences.
- Ensure a clear connection between assessment, target setting and learning & teaching.
- Ensure a shared understanding by pupils and teachers of the purpose of assessment.
- Develop the skills needed for pupils to become reflective learners (e.g. Self and peer assessment).
- Have an effective and manageable system for collecting, recording, analyzing and disseminating data.
- Inform school self evaluation (SEF) and the School Development Plan (SDP) through data analysis to identify trends, target groups and priorities.
- Fulfill statutory requirements.
- Raise standards and to identify children at risk of underachievement

The overriding principle of good assessment is:

Assessment (summative* and formative*) supports good teaching and learning

*(*See appendix 1 for definitions)*

Statutory Requirements

A record must be kept of each pupil's academic achievements, progress and other skills which must be updated at least annually. The curricular record must include the results of statutory tests in the final years of KS1 and KS2.

When a child moves to a new school his / her records must be forwarded to the new school within 15 working days.

A written report containing an assessment of each pupil must be sent to his/her parent/carer at least once per academic year. Additional information is included at the end of each Key stage.

For a full list of requirements, see Assessment and Reporting Arrangements for KS1 and KS2 (published annually by QCA) and The Education (Pupil Information and School Performance Information) (England) (Amendment) Regulations 2023

How do we assess?

- Children complete the Reception baseline assessments (RBA)
- Children who join the school at other starting points are assessed on entry

Baseline assessment gives practitioners the best start with getting to know the children and it gives the school the best starting point from which to demonstrate progress

- Teachers use a range of assessment techniques including marking, testing, questioning and pupil interviews to inform their judgement and to support good teaching and learning
- Teacher's judgements are recorded onto an electronic assessment tool (Target Tracker)
- Children will be assessed against the curriculum band for their year (eg Year 3 = Band 3)

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How is assessment reported?

- The following terms will be used when reporting assessment to parents, governors and external parties.
 - **emerging** (below age related expectations)
 - **expected** (at age related expectations)
 - **exceeding** (above age related expectations)

PLEASE NOTE: Pupils at all bands are required to have a mastery of the learning before moving on; ie a deeper understanding through problem solving, questioning and deep thinking

What is good progress?

- ***A child who is at the expected standard has made good progress if they gain the knowledge, skills and understanding expected of them each year, as defined in the national curriculum.***
- A child will move into the next year group with the same skill sets, that is: emerging, reaching or exceeding those expected for their age, indicating that they are working below average expectations, at average expectations, or above average expectations when they move into the next year group and into the next Curriculum Band. For example, a Year 4 child with emerging skills in Band 4 enters Year 5 emerging in Band 5 as they begin to access the Year 5 curriculum.
- At this school we aim to increase the percentage of pupils who are exceeding whilst reducing the percentage of pupils who are emerging thus closing gaps in attainment and progress. This will demonstrate securely good progress over time. *The school will demonstrate outstanding progress when substantial proportions of pupils close the gap.*

Assessment during the EYFS

Ongoing assessment is an integral part of the learning and development process. Assessments are based on observation of what children are doing in their day-to-day activities in a wide variety of contexts.

Teachers and support assistants:

- Make systematic observations and assessments of each child's achievements, interests and learning styles;
- Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child to help them make progress towards the early learning goals;
- Match their observations to the expectations of the early learning goals.

At the end of the EYFS, each child's development and learning achievements are summed up in the Early Years / Foundation Stage Profile. Assessment is based on ongoing observation and assessments in 17 early learning goal (ELGS) descriptors which are split into seven key areas of learning:

Prime Areas

- Personal, Emotional and Social Development
- Communication and Language
- Physical Development

Specific Areas

- Understanding the world
- Literacy
- Numeracy
- Expressive Art and Design

Judgements against these scales, which are set out in section 1 of the *Statutory Framework for the Early Years Foundation Stage*, are made from observation of consistent and independent behaviour through children's self-initiated and other activities.

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Children will be assessed as:

On track or not on track

Teachers will also report on 'The Characteristics of Effective Learning' which will support Year 1 staff in designing an appropriate curriculum for the children moving up.

Summative Assessment during KS1 and KS2

Summative assessments of attainment are made at various points during the year. In KS1 and KS2, children are assessed in Reading, Writing and Mathematics five times a year. Children are assessed in Foundation stage subjects towards the end of the autumn, spring and summer terms i.e. three times a year.

Summative assessment data for all subjects is collected and stored on a 'tracking' database. The database is maintained by the Assessment Leader and is available to the SLT and teachers through the school's network.

At the end of each year teacher's assessments are reported to pupils and parents.

Formative Assessment / Assessment for Learning during KS1 and KS2

Teachers use formative assessment techniques to continually assess children's progress in order to set targets, to inform planning and teaching and to challenge and support. These techniques include informal observations, discussions, marking and feedback (pupil led, teacher led and shared) and the sharing of lesson goals and success criteria.

Unaided writing across Key Stage 1 and 2 is judged to be emerging, expected or exceeding in line with the Thameside writing sub-steps. At the end of a unit of work in maths the same judgements are made based on the Thameside maths assessment document (see Mathematics and English policies for a detailed description of assessments in these subjects).

Children are expected to take increasing responsibility for their own learning as they move through the school. This includes self and peer marking, working with a 'talking partner', self-assessment, setting their own targets and setting lesson objectives and success criteria.

To support the development of assessment for learning, teachers use conferencing or ICT (e.g. mirroring using an i-Pad) to model and share marking and editing / improvement techniques and 'excellent' examples. Teachers model and agree rules for talking partners.

See also Marking & Feedback Policy.

Use of Assessment Data

Target Setting

Formative and summative assessment is used to inform the setting of curricular targets for Reading, Writing and Maths. Curricular targets for English and Maths are set during Term 5 as part of the Annual Report to Parents.

Assessment data is used to inform the setting of end of year targets for every child in Reading, Writing and Maths. These targets are set in Term 6 (with the current and following teacher) for the next academic year.

Assessment data is also used to set end of Key Stage targets for core subjects (Reading, Writing and Maths) and is expressed as the percentage of children expected to reach Band '6 secure' (i.e. secondary ready) and above at KS2. Targets are also set for the percentage of children expected to reach Band '6 secure' in both English and Maths. This is completed during the autumn term for that academic year.

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Data Analysis & Pupil Progress Meetings

Assessment data received and collected by the school – DfE, Local Authority, Fisher Family Trust, internal tracking – is analysed and translated into plans and actions affecting teaching and learning in the classroom.

Summative assessments are used to identify (a) the numbers of children working at nationally expected Bands in Reading, Writing and Maths, (b) the steps progress of individual children from entry and (c) the numbers of children meeting targets. Through regular Pupil Progress Meetings this information is used to identify ‘target groups’ needing additional support or challenge and to inform planning and teaching

Analysis of assessment data is shared with the staff collectively and individually. Data analysis is also shared with the Governing Body.

Roles & Responsibilities

Assessment Leader

The Assessment Leader:

- ensures that the Assessment Policy is up to date and regularly reviewed and that the assessment sections of other related policies are coherent and consistent.
- ensures that summative assessment takes place, the data is collected and recorded and that information is disseminated. They ensure that assessment methods and procedures are followed and used consistently. The Assessment Leader sets a timetable clearly showing events and deadlines associated with the assessment.
- informs staff of new developments and supports and trains colleagues as required. They support colleagues in identifying assessment opportunities and in using assessment information / data to inform teaching and learning.
- analyses whole school and other data as required and reports to the SLT, Standards Team, Governing Body and staff reporting the percentage of pupils who are emerging, expected and exceeding in each year group. This will include an analysis of groups e.g. SEND (Special Educational Needs and Disabilities) and PPG (pupils in receipt of Pupil Premium Grant)
- is responsible for reviewing assessment throughout the school, identifying key outcomes, strengths and weaknesses and future development. They rationalise assessment systems to ensure manageability. They promote the use of electronic data management and the use of electronic analysis tools

Other Leaders

The Inclusion Manager and assistant SENDCOs use the assessment data to inform discussions with class teachers and to monitor progress against intervention programmes (e.g. Learning Plans, provision maps). Assessment data is also used to help maintain the SEND, G&T registers, for liaising with external agencies and for formal assessment for EHCPs. *See also SEND and Inclusion Policies.*

The Reading, Writing and Mathematics Leaders ensure that their subject’s assessment procedures and tools are consistent with the Assessment Policy. They provide additional support and advice to staff as appropriate. They use assessment data to support evaluation and improvement in their subjects, using or producing data and analysis as required and reporting their findings to the SLT and governors. They use assessment data to inform Pupil Progress Meetings with class teachers. These meetings are focused on progress towards Reading, Writing and Maths targets.

The Phase Leaders use assessment data to support evaluation and improvement in their phases, producing or using data and analysis as required and reporting their findings to the SLT and governors. They use assessment data to monitor the number of children working at age related expectations and to inform discussions with class teachers about interventions used to raise attainment of children working just below national expectations.

Using the Subject Leader Toolkit, subject leaders of other subjects ensure that formative assessment methods and procedures are implemented effectively. They monitor planning and feedback to ensure assessment informs planning and teaching. They monitor attainment / standards / rate of progress. They report to the SLT and Standards Team on schemes of work, standards and on progress. *See also Subject Policies.*

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Headteacher & SLT

The Headteacher ensures that the school meets statutory requirements, including the setting of statutory targets (whole school level) and data reporting. They disseminate information to Assessment Leader.

The SLT, consisting of the Phase Leaders, Assistant Head of Inclusion, Deputy Headteacher and Headteacher meets regularly to share and analyse data, identify trends and to plan and take action to raise standards.

Class Teachers

Class teachers

- use assessment data to set specific learning objectives and success criteria, to set targets and to inform pupil feedback and progress reports to parents. They use summative data analysis and formative assessment to identify groups and individuals that require additional support or challenge
- carry out assessment tasks and make judgements as set out in the Assessment (Whole School) Calendar, Assessment Policy and Subject Policies. They ensure that data is passed to the Assessment Leader.
- use and develop a range of 'assessment for learning' techniques, including talking partners, self and peer marking, setting targets and success criteria. Children are encouraged to take increasing responsibility for self-assessment.

Governing Body

Governing bodies have a legal duty to know, and continually monitor, the educational performance of the school and its pupils to ensure the best possible education and opportunities for children.

Our school governors understand how Thameside leaders plan for assessments of pupils progress through their time at our school – including how it is moderated and how the data is used. They ensure that our assessment systems are robust and provide accurate information about pupils' progress.

The Governing Body receives internal data form teacher assessments throughout the year; they use this information, including phase leader analysis, to monitor how well pupils are progressing. If pupils or groups of pupils are not making expected progress, governors request explanations and a plan of action from the Headteacher and Assessment lead.

Support for staff

The implementation and effectiveness of these guidelines will be monitored and evaluated regularly by the Senior Leadership Team (SLT). Assessment will be monitored through classroom observation, learning walks, work sampling, interviews with children and other methods as appropriate. If there are any queries, we will have professional dialogues with you to understand how certain judgement have been made and to offer further support and guidance where it might be required. Following analyse of data SLT reports its findings to staff. The HT and deputy report to governors who have a strategic oversight of assessment data.

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Appendix 1

Definition of Assessment

Summative assessment (e.g. external and internal tests) shows where pupils are at a particular point in time. **'Summative Assessment'** has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. Example include:

- Hot and cold tasks
- End of year or topic tests
- Pupil progress meetings
- SEND reviews
- National assessments at the end of Foundation Stage, Key Stage 1 and Key Stage 2

Formative assessment or **'Assessment for Learning' (AfL)** helps pupils identify their strengths and weaknesses and target areas for improvement

- Is ongoing (day to day)
- Marking
- Conferencing
- Questioning
- Observations
- Feedback
- Self and peer marking
- Generating and sharing of lesson objectives and success criteria

Further reading

- Thameside marking and feedback policy
- *SEND and Inclusion Policies*
- Final report of the Commission on Assessment without Levels
- Government response: Commission on Assessment without Levels Sept 2015