



## School Assessment Policy

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## The principles and aims of assessment at Silsoe Lower School

The principles that underpin our assessment system at Silsoe Lower School are:

- The school ethos promotes and emphasises the opportunity for all children to succeed if they are taught and assessed effectively.
- The National Curriculum objectives will be used as the expectations for all children.
- Children will make age appropriate progress; assessment will be used to focus on monitoring and supporting this progress as well as attainment and wider outcomes.
- Teachers are experts at assessment – assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understanding their strengths and identify what they need to do to improve.
- Assessment supports informative and productive conversations with pupils and parents.
- Best practise regarding assessment is achieved without adding unnecessarily to teacher workload.

### Four core purposes.

At Silsoe Lower school we understand that assessment needs to be purposeful. There are four core purposes for why we will be assessing children.

1. Diagnostic – determining knowledge, skills and possible weakness
2. Formative – providing information that assists further planning
3. Summative – summarising individual pupils' attainment and progress
4. Evaluative – providing information about teaching schemes and methods, and about the suitability of resources and in-service training (INSET)

This means we will focus on assessment for learning but will also use assessment of learning to provide summary judgments of what has been learnt or achieved and to hold the school to account.

### Assessment Approaches

There are three main forms of assessment

1. **In school formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.
2. **In school summative assessment**, which enables schools to evaluate how much a pupil has learned at the end of a teaching period.
3. **Nationally standardised summative assessment**, which is used by the government and teachers to evaluate what has been learnt at predetermined assessment points.

## Formative Assessment

Formative assessment is often referred to as Assessment for Learning (AfL) and is part of the everyday teaching and learning process. Teachers gather evidence about pupil's learning, for example by observing, listening, marking, questioning, discussing and reviewing pupils work.

They can use this evidence to:

- Identify progress and gaps in learning (including individual support needs)
- Set learning goals and success criteria
- Provide feedback to pupils through marking, discussions and teaching
- Self and peer assessment

## Summative Assessment

Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. The information it gives indicates pupil progress and achievement in the knowledge and skills in a particular area of learning. Short summative assessments can be relevant and valid when they are part of a wider range of assessment methods used to form a holistic picture of each pupil's achievements.

All children are regularly assessed against National Curriculum expectations for reading, writing, maths and the wider curriculum programmes of study. Every term, teachers will assess independent work using a consistent assessment model: a year group specific, assessment grid based on the statements from the National curriculum recorded on SIMS (School Information Management System).

In school, summative assessments will be used at a whole school level to monitor performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. These may take the form of, for example, end of year tests, short end of topic unit tests or tasks, regular reviews for pupils who are disadvantaged or with special education needs or disabilities. All this information will feed into end of year reports for pupils and as part of parent consultation discussions.

## Statutory Testing and Reporting

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use

of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

### **Early Years – Reception**

Children in reception will be assessed on entry, using the National Baseline. This will form the baseline for progress measure at the end of Key Stage Two.

Children will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments will be based on observation of daily activities and events.

At the end of Reception, teachers will judge, for each Early Learning Goal, whether a child is meeting the level of development expected at the end of the Reception year:

### **Key Stage 1**

In Year One, children will be formally assessed using the Phonics Screening Check. Children who do not pass the check will be re-tested in Year Two. The results are reported to parents and the Local Authority.

In Year Two, children complete the statutory assessment test (SATs) in reading and maths, in line with Government policy. Test outcomes support and inform teacher assessment. Both outcomes are reported to parents and the Local Authority.

### **Key Stage 2**

In Year Four, children will complete the statutory Multiplication tables check. The results of this check will be shared with the parents as part of the end of year reports.

### Reporting

Regulations require a written report for every pupil and an opportunity for parents to discuss this report each school year. At this school we have an open door policy and offer parents several opportunities for planned discussions.

We provide the following arrangements: -

- All parents are invited to school for an induction meeting before their child begins in the reception class.
- All parents are invited to parent consultation meetings in the Autumn and Spring terms to discuss their child's progress and targets for development.
- Learning journeys and exercise books will be shared with parents each term.
- All parents of pupils with SEND are invited to attend a termly meeting to discuss their progress towards achieving their targets on their SEND support plan.
- In the summer term parents receive a full written report which includes detail of how each child has performed against the age expected achievement for their age group. Parents are given the opportunity to discuss this report.

## Roles and Responsibilities

### **Class teachers and Teaching Assistants**

Are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. In addition, these outcomes will be shared with parents at Parent Consultation meetings and in each pupil's end of year report. Teachers are responsible for ensuring that they are familiar with the standards for the subjects that they assess.

### **Subject/Year Leaders**

Are responsible for:

- Ensuring that assessments are carried out accurately and to deadlines (Assessment schedule - Appendix 1)
- Review the outcomes of summative assessments
- Analysing pupils progress and attainment, including individual pupils and specific pupil groups e.g. SEND & Disadvantaged learners
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups

### **Senior Leaders**

Are responsible for monitoring standards in core and foundation subjects.

This includes:

- Monitoring the quality and accuracy of assessment
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Holding teachers to account for the progress individual pupils towards their end of year expectations at mid-year and end of year pupil progress meetings
- Staff are sufficiently trained
- To ensure that there is an up to date and accurate data base of pupils outcomes

### Monitoring of Assessment

Senior Leaders will monitor the accuracy of assessments. They will compare outcomes in formal assessments with targets.

The following methods will be used to complete this monitoring: -

- Work and marking scrutiny by the Subject Leaders
- Lesson observation of teachers
- Moderation within a subjects or year group
- Moderation between schools

- External moderation by the Local Authority
- Pupil progress meetings

### Reviewing Assessment Data

Reviews of assessment data will form an integral part of conversations within the school. Data will be discussed:

- In line-management meetings between Class Teachers, Subject Leaders, Senior Leaders and the Head Teacher
- By Governors in the Pupils and Curriculum Sub-Committee
- By link governors when meeting Subject Leaders for core subjects
- Within the end of year assessment analysis document completed for the next teacher, Head Teacher, SIP and Governing Board.

Close analysis of assessment outcomes will inform the school's self-evaluation statement and each new school development plan.

### COVID

Due to Covid-19 the government have issued guidance see the link below.

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

As a result of the period of lockdown the school has made the following adjustments

- In school visits are being kept at a minimum so communication between staff and parents will be facilitated using the telephone or in special circumstances socially distanced meetings
- Although this year statutory assessments are not required by the Department for Education, school will still undertake phonics screening checks and elements of KS1 SATs may be used to provide information to teachers about children's attainment and readiness for the next stage.

Appendix 1

EYFS Assessment Overview

Please see below for planned assessment schedule. This may be adapted as required.

	September	October	November	December	January	February	March	April	May	June	July
Reading	Phonics assessment (initial code)  General reading baseline			Phonics assessment (initial code)	Reading update	Phonics assessment (initial code)		Phonics assessment (initial code)  Reading update			
Writing	Name writing assessment				Writing simple sentences			Writing simple sentences			
Maths	Reading, writing and recognising numbers to 20  Recognising 2d shapes			Reading, writing and recognising numbers to 20  Recognising 2d shapes		Reading, writing and recognising numbers to 20  Recognising 2d shapes		Reading, writing and recognising numbers to 20  Recognising 2d shapes			
Science	No separate assessment – 2Build a Profile used continually under the Knowledge and Understanding of the World tab										
Foundation subjects	No separate assessment – 2Build a Profile used continually under the Expressive Arts and Design / Physical Development / Knowledge and Understanding of the World / Personal Social and Emotional Development tabs										

Assessments completed for new starters	
Reading	Initial Sounds recognition
Writing	Writing their name
Maths	Reading, writing and recognising numbers to 20 Recognising 2d shapes
Other	Initial assessment on 2Build a Profile

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Ongoing weekly assessments	
Subject	Assessment
all	2Build a Profile – recording for all areas on a weekly basis
all	Ongoing tracking 4 x per year using Early Years Grid System



## Appendix 1

### - Year 1 Assessment Overview

- Please fill in the information about your year groups assessments. Start with your baselines and then fill it in by approximate month the assessments you would expect to do in an average year. I have also put in a place for you to put information on new starter assessments and assessments that go on weekly.

	September	October	November	December	January	February	March	April	May	June	July
Reading	Phonics screening  Sound knowledge Segmenting and blending			Phonics screener  Sound/Segmenting and Blending check of concerns		Phonics screener  Sound/Segmenting and Blending check of concerns		Phonics screener  Sound & Segmenting and Blending check of concerns		Official Phonics Screener	
Writing	Independent write	Independent write	Independent write	Independent write	Independent write	Independent write	Independent write	Independent write	Independent write	Independent write	Independent write
Maths	EYFS maths assessment baseline	Year 1 maths assessment 1		Year 1 maths assessment 2		Year 1 maths assessment 3		Year 1 maths assessment 4	Year 1 maths assessment 5		Year 1 maths assessment 6
Science				Animals inc humans assessment				Materials assessment			Plants assessment
Foundation subjects		End of topic RE/Geography /PHSE		End of topic RE/History/PH SE		End of topic RE/History/PH SE		End of topic RE/Geography /PHSE	End of topic RE/History/PH SE		End of topic RE/Geography /PHSE

Assessments completed for new starters

Reading	Phonics screening assessment Sound knowledge assessment Segmenting and blending assessment
Writing	Independent writing
Maths	Most recent maths assessment completed by the class
Other	Ongoing assessment of their knowledge. Discussion of the topics that have been covered at their previous school, observations and questioning of vocabulary etc.

Ongoing weekly assessments

Subject	Assessment
Maths	Number bonds assessments – weekly
High frequency words	Weekly dictations
Group reading	Comprehension assessments

Appendix 1

- Year 2 Assessment Overview

- Please fill in the information about your year groups assessments. Start with your baselines and then fill it in by approximate month the assessments you would expect to do in an average year. I have also put in a place for you to put information on new starter assessments and assessments that go on weekly.

	September	October	November	December	January	February	March	April	May	June	July
Reading	Baseline reading comprehension (provided by NB)		Paper 1 reading comprehension practice		Revisit school reading assessment	Paper 1 reading comprehension practice	Paper 2 reading comprehension practice	Revisit school reading assessment	SATS		Final reading level check for transition
Writing	Independent write at the end of each unit of work throughout the year Termly common exception word checks for reading and spelling										
Maths	AM baseline check (stage 1 test 6)	AM test 1		AM test 2		AM test 3	SATS calculation practice SATS preparation / SATS paper 2 practice		SATS	AM test 4	AM test 5 if required
Science				End of topic			End of topic			End of topic	
Foundation subjects	Half termly end of topic assessments (these are mainly informal and self evaluative tasks) in Humanities / PSHE Teacher assessment in Music and PE										

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Assessments completed for new starters	
Reading	Initial phonics check (Soundwrite); teacher assessment made as to what reading level to start on
Writing	Informal writing assessment over the first few lessons; first formal independent writing task will be completed with the rest of the class.
Maths	Informal teacher assessment made by looking at child's Maths work. If required we will complete a counting, place value check and simple arithmetic check. Depending on what point in the year the child starts, we may complete one of the earlier AM tests.
Other	Ongoing assessment of their knowledge. Discussion of the topics that have been covered at their previous school, observations and questioning of vocabulary etc.
Ongoing weekly assessments	
Subject	Assessment
Maths	Weekly times table check from after February half term.
English	Informal assessments of sight vocabulary and common exception words each week (these are not recorded but used to inform planning and intervention)

- Year 3 Assessment Overview

- Please fill in the information about your year groups assessments. Start with your baselines and then fill it in by approximate month the assessments you would expect to do in an average year. I have also put in a place for you to put information on new starter assessments and assessments that go on weekly.

	September	October	November	December	January	February	March	April	May	June	July
Reading		Comprehension				Comprehension			Comprehension		
Writing	Independent write	Independent write Grammar Hammer	Independent write	Independent write	Independent write	Independent write Grammar Hammer	Independent write	Independent write	Independent write Grammar Hammer	Independent write	Independent write
Maths		Assertive Mentoring Assessment Times table Check				Assertive Mentoring Assessment Times table Check			Assertive Mentoring Assessment Times table Check		
Science				Forces and Magnets End of topic assessment		Light End of topic assessment					
Foundation subjects		End of topic History/P HSE		End of topic Geography/PHSE		End of topic History/P HSE		End of topic Geography/PHSE	End of topic History/P HSE		

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Assessments completed for new starters	
Reading	Independent reading to class teacher / Phonics assessment if needed
Writing	Independent writing
Maths	Most recent maths assessment completed by the class
Other	Ongoing assessment of their knowledge. Discussion of the topics that have been covered at their previous school, observations and questioning of vocabulary etc.

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Ongoing weekly assessments	
Subject	Assessment
Spellings	Weekly spelling test on Year 3 and 4 CEW
Guided reading	Comprehension assessments

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Appendix 1

- Year 4 Assessment Overview

- Please fill in the information about your year groups assessments. Start with your baselines and then fill it in by approximate month the assessments you would expect to do in an average year. I have also put in a place for you to put information on new starter assessments and assessments that go on weekly.

	September	October	November	December	January	February	March	April	May	June	July
Reading		Comprehension				Comprehension			Comprehension		
Writing	Independent write	Independent write Grammar Hammer	Independent write	Independent write	Independent write	Independent write Grammar Hammer	Independent write	Independent write	Independent write Grammar Hammer	Independent write	Independent write
Maths	AM baseline check (stage 3 test 6)	AM test 1			AM test 2		AM test 3		AM test 4		
Science		End of topic		End of topic		End of topic		End of topic			End of topic
Foundation subjects	Half termly end of topic assessments (these are mainly informal and self evaluative tasks) in Humanities / PSHE Teacher assessment in Music and PE										

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Assessments completed for new starters	
Reading	Independent reading to class teacher
Writing	Independent writing
Maths	Most recent maths assessment completed by the class
Other	Ongoing assessment of their knowledge. Discussion of the topics that have been covered at their previous school, observations and questioning of vocabulary etc.
Ongoing weekly assessments	
Subject	Assessment
Maths	Sound Check on TT Rockstars
English	Weekly spelling test on Year 3 and 4 CEW, dictation

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