



All Saints C of E Primary School, Newton Heath
Manchester

Assessment Policy and Guidelines



Through the Christian values of perseverance, respect and love,
we can all be **Healthy, Happy** and **Confident**.

“Promoting our growth; building ourselves up in love.” - Ephesians 4.16b

We value the way in which all children are unique and our curriculum is designed to match the needs of all of our pupils. To achieve this, assessment is used continually to discover what the children know as well as what they need to learn to progress. We believe that assessment should be at the heart of every lesson so that teachers can adapt the provision swiftly and strive to challenge all of the children.

Aims

At All Saints C of E Primary School we ensure that:

- Teachers have an in-depth and comprehensive understanding of all the needs of the children in their class
- Accurate Formative Assessment is used as the starting point for all teaching.
- Assessment is used to adapt provision as quickly as possible so that all children are challenged.
- Assessment judgements made by the teaching staff are accurate and consistent.
- Statutory requirements for assessment in EYFS, Key Stage 1 and Key Stage 2 are met.
- Nationally Standardised Summative Assessment is used to evaluate the performance of the school against other schools nationally as well as similar schools.
- In-School Summative Assessment is used to track the progress of all children and identify those who need alternative provision.
- Different strands of subjects are monitored across the school, for classes as well as for individuals.
- Children are aware of what they have achieved and also what they need to do to progress in their learning.
- Information on a child's attainment and progress is shared with their parents/ carers and we regularly communicate areas of strength and specific areas for development.
- The Governing Body receives regular updates on attainment and progress across the school.
- In-School Summative Assessment systems are efficient and do not put unnecessary burdens on teachers in terms of time for entering judgements and analysis.

Assessment Guidelines

Curriculum Principles

All subject policies, guidelines and learning progressions in All Saints C of E Primary School are written in a manner which meets the following principles designed by the teachers.

- Teachers can continuously and accurately assess the attainment of all children.
- Teachers are able to easily select learning objectives that match the attainment of different groups of children (including children who have SEN or EAL).
- There is a clear progression of targets that enable the children to self-assess their learning.
- Specific language structures and key vocabulary are given a central position in all units of learning.
- There are frequent opportunities for the children to use their mathematical learning in all subjects.
- Children are given regular experiences of learning outside of school and with visitors.
- Learning progressions and schemes of work encourage the children to learn and think like a scientist, historian, geographer, artist, designer, musician, programmer etc.
- Units of learning are given a purpose, context and audience and include many collaborative problem solving tasks.
- Any policies, guidelines or progressions should be written for adults with limited confidence, subject knowledge or experience.
- There is an accessible bank of resources that adults can use to deliver the full range of learning objectives in subject progressions.

1.1 Foundation Stage

Our school follows the 'Development Matters in the EYFS' document which enables us to fulfil the requirements of the 'Statutory framework for EYFS'. Our EYFS curriculum incorporates the themes of unique child, positive relationships, enabling environments and learning and development. Further details are provided in the E.Y.F.S. policy which also includes guidance on all areas of teaching and learning, assessment and the curriculum.

1.2 Key Stage 1 and 2

For all subjects the school has developed a progression of skills and concepts for all subjects that are designed to cover the National Curriculum and also address particular areas for development for the children in our school. Each subject progression or 'Learning Journey' is broken into strands so that teachers can assess children accurately and adjust the difficulty and structure of activities to challenge all learners.

2. Forms of Assessment

Within each key stage we use three types of assessment:

1. Formative Assessment
2. In-School Summative Assessment
3. Nationally Standardised Summative Assessment

2.1 Formative Assessment

The main forms of formative assessment are: questioning, marking, observations, tests and folder scrutiny. Teachers record their evaluations of learning and changes to provision on their planning (paper or digital).

2.1.1 Questioning

Use of questioning occurs throughout all lessons whether it is the teacher input part of the lesson, guided groups or with individuals. We ensure that questions are framed in such a way as to encourage the children to analyse their own learning and then identify aspects for improvement. So that teachers can use questioning to further understand the thinking of the children, we promote questions that:

- Involve whole-class responses so that as many children as possible can be assessed.
- Are often open-ended.
- Encourage the children to think of Why?
- Use comparative language to promote reasoning and discussion opportunities.

- Encourage multiple solutions and are not purely right/wrong.

We also encourage the children to construct their own questions and provide them with frames to do so. These questions may be directed towards the teacher related to the concept being taught or towards their peers to challenge their thinking.

2.1.2 Marking

Teachers follow the specific guidance set out in the school's 'Feedback Policy' and covers the following areas:

- Marking
- Verbal feedback
- Self-assessment
- Peer-assessment
- Response to feedback
- Annotations
- Recording the support received

2.1.3 Observations

Within EYFS there is a large emphasis on observing the children learning and then planning meaningful tasks that extends their thinking. At regular intervals and when children have shown evidence of meeting particular objectives, the teaching staff record the children's learning digitally using Tapestry. This involves annotated photographs, transcriptions of conversations, audio recordings, video recordings and snapshots of work. Throughout Key Stage 1 and 2 teachers observe children in their learning predominantly within guided groups and also within other assessment opportunities throughout lessons (initial assessment activity, mini-plenaries, plenary assessment tasks etc). They provide the children with minimal support within tasks to expose the children's retained understanding.

For reading, writing and mathematics the teaching staff record their observations on guided planning/assessment sheets which show the expectations for the year group as well as the targets for the group. These observation sheets are used by all teaching staff to ensure good communication and collect evidence for In-School Summative Assessment. Teachers and Teaching Assistants have regular conversations about assessments of learning (formative and summative) which then results in changes to targets, planning and teaching.

2.1.4 Tests

The majority of assessment judgements are made using questioning, observations and marking of the children's work. However we recognise that tests can provide us with a useful opportunity to assess the children's learning out of context and help us moderate judgements. They also allow us to benchmark the children's attainment with national standards.

Class teachers use published tests for reading, GPS and mathematics in Years 2-6 three times a year. They use the results to moderate assessment judgements and also to analyse the errors made by children to inform planning for the next unit of learning.

Our published tests include:

- STAR Reading
- STAR Early Literacy
- STAR Maths
- Doodle
- Rising Stars

2.1.5 Learning Scrutiny

Each term teachers and leaders scrutinise the learning within the children's folders/Tapestry and analyse the attainment and progress over time. Within these sessions areas of strength and development are identified so that the provision can be amended to reflect the needs of the children.

2.2 In-School Summative Assessment

All key stages use digital assessment tools (FFT Aspire and Tapestry) that have been amended by our teachers so that assessments: match the curriculum we teach, meet the needs of our children, produce the information we want to further school improvements and reduce the amount of time and paperwork for class teachers.

Individual subject and phase policies stipulate how frequently these tools should be updated and submitted for monitoring.

2.2.1 Class Summative Assessment

Summative assessment is recorded for:

- EYFS Framework
- English (including phonics, reading, writing and speaking and listening)
- Mathematics
- Science
- Wider Curriculum

Teachers use all the evidence gathered from formative assessments and input their judgements for each child against attainment descriptors.

Once teachers have entered their judgements from formative assessments the digital tools automatically produce:

- Overall attainment scores
- Percentage of the class meeting objectives.
- Percentage of the class working within year group expectations
- Class profiles to show the attainment range.
- Performance of groups (including gender, Ever6, SEN, EAL, Summer Born).

Teachers update the digital assessment tools continuously through the academic year and use the updated information to adapt groupings, select learning objectives and targets, plan support groups, select priorities for planning and to report on attainment and progress to the SLT and parents.

2.2.2 Whole School Summative Assessment

Class teachers submit their digital assessments to the Assessment Leader 3 times a year. An analysis is then conducted on:

- Progress from entry in Nursery.
- Progress from the beginning of the key stage.
- Progress from the beginning of the year.
- Progress relative to expected.
- Whether children should receive different waves of intervention.
- Progress needed per year to reach national expectations.
- Progress for different groups.
- The combined attainment for children.

- The attainment range between subjects for each child.
- The combined attainment percentage for the class compared to different year group expectations.
- The percentage of each class below, working towards, at national and above for combined attainment, reading, writing and mathematics.
- The attainment/progress for each class and subject for gender, Ever6, SEN, EAL and Summer Born. There is also a comparison against the class average.

Target Setting

We use FFT Aspire data to help us set challenging but achievable end of key stage targets for the children. Annually the teachers and leaders in Pupil Progress Meetings will analyse the attainment and progress of all children and agree on aspirational targets. These are then reviewed within scrutiny of attainment and progress to identify those children who need additional support so that they meet their targets.

2.3 Nationally Standardised Summative Assessment

We meet the statutory requirements for all key stages.

EYFS

EYFS Baseline Assessment (Reception)

Key Stage 1

Year 1 Phonics Screening Check

National Curriculum teacher assessments at the end of Key Stage 1 (Year 2)

Key Stage 2

Multiplication Tables Check (Year 4)

National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

Along with outside advisors and quality assurance visits from the local authority, we analyse annually the data from all of these national statutory assessments (contained within the Integrated Data Set from the local authority, Fischer Family Trust data and Analyse School Performance). This information, alongside In-School Summative Assessment, is used to set priorities in the school improvement plan and to inform the Governing Body of attainment, progress and future priorities.

3. Monitoring and Evaluation

We have an agreed system of monitoring and evaluating assessments throughout the year to ensure that judgements are accurate, provision meets the needs of the children and the Governing Body are informed of attainment and progress.

3.1 Moderation

The subject and phase leaders are responsible for leading moderation meetings held throughout the year. These meetings may involve comparing assessment judgements across the school, compared with national exemplar materials or with other schools.

ECTs are given additional support by their mentor who will support them in assessing the children, organise observations of other teachers, arrange joint assessment meetings and scrutinise the learning and marking in folders.

The school complies with the statutory regulations for external moderation in EYFS, Key Stage 1 and Key Stage 2 and ensures that relevant staff are sent on training on an annual basis. The Headteacher is responsible for ensuring that teacher assessments are accurate before submission to the local authority.

3.2 Pupil Progress Meetings

These meetings are held every half term and involve class teachers, the Assessment Leader, SENCo and Headteacher. The purpose is to ensure a two-way communication between class teachers and leaders so that support can be provided to the teaching staff that results in improved outcomes for the children. It is also an opportunity to monitor standards across the school and if necessary for the senior leaders to intervene where standards of teaching and learning are not at the required standard.

The agenda for these meetings is:

1. Review of action points from the previous meeting.
2. Discussion related to attainment and progress at a class level.
3. Discussion related to specific groups and individuals.
4. Points raised by class teachers that may be prohibiting learning.
5. Agreement of action points, who is responsible and deadlines.

Before the meetings are held the Assessment Leader conducts a scrutiny of the submitted data. This is then shared with all the people who will be attending the meeting and contributes to the discussions in parts 2 and 3 of the meeting. It is expected that class teachers also scrutinise the data for their class before the meeting and answers the following questions:

- What has been achieved in the previous half term?
- What are the current priorities for the next half term?
- How will these priorities be addressed?
- What will the intended outcomes be?

It is the Assessment Leader's responsibility to set the dates for meetings, share the data scrutiny before the meeting, lead the meetings, record the minutes and action plans and to share these with other staff members where applicable. These minutes and action plans are recorded on a continuously updated form so that a history of the class is built up which is then shared with the next teacher. In the summer term the meetings include the next class teacher so that they have as much relevant information as possible before teaching the class.

3.3 Provision Planning Meetings

These meetings are held every half term and include the Head Teacher, Deputy Head Teacher, SENDCo and Phase Leaders. The purpose of the meetings is to use the information from submitted assessment tools, feedback from Pupil Progress Meetings, findings from monitoring activities, and evaluation of interventions to plan changes to provision, amendments to the school improvement plan and INSET.

The agenda for these meetings is:

1. Review of action points from the previous meeting.
2. Feedback from Pupil Progress Meetings
3. English and Mathematics attainment and progress
4. SEND attainment and progress update
5. LAC update
6. AOB
7. Agreement of action points, who is responsible and deadlines.

It is the Assessment Leader's responsibility to set the dates for meetings, lead the meetings, record the minutes and action plans and to share these with other staff members where applicable. These minutes and action plans are recorded on a continuously updated form so that a history of provision amendments is recorded.

3.4 External Quality Assurance

The School Improvement Partner conducts their own analysis of In-School Summative Assessment and Nationally Standardised Summative Assessment on an annual basis to verify the judgements and priorities set by the school. They also share this analysis at annual meetings with the Governing Body.

On an annual basis the school participates in quality assurance visits arranged by the local authority who also scrutinise In-School Summative Assessment and Nationally Standardised Summative Assessment to ensure that the school is setting appropriate targets for children and improving standards of teaching and learning. The report produced by the QA Professional is shared with school leaders and the Governing Body.

3.5 Governing Body

The Governing Body receives regular updates of In-School Summative Assessment and Nationally Standardised Summative Assessment in the form of:

- Headteacher reports.
- Presentations from the Assessment Leader.
- Presentations from the School Improvement Partner.
- Reports produced by the QA Professional.

There is also a named linked governor for assessment who meets with the Assessment Leader throughout the year to improve their understanding of how assessment is conducted in its different forms.

4. Continuous Professional Development

The Assessment Leader attends network meetings at least once a year to gather important updates on new initiatives, statutory regulations and best practice. They also receive training on areas of assessment identified as priorities in the school improvement plan. In addition, there is advice received from the School Improvement Partner and QA Professional.

It is the responsibility of the Assessment Leader to ensure that all the teaching staff are aware of current developments and lead INSET on best practice, changes to statutory regulations, attainment and progress updates and feedback on Pupil Progress Meetings and Provision Mapping Meetings.

ECTs are provided with intensive support from their Induction Tutor as well as other key staff to ensure that they make accurate judgements and can prioritise teaching and learning using summative assessment.

The Reception teacher receives annual external feedback on their EYFS Profile judgements. Year 2 teachers receives training on an annual basis on Key Stage 1 Teacher Assessments as well as external moderation every four years. Year 6 teachers received external moderation on writing judgements every four years.

5. Parental Involvement

It is the responsibility of the Assessment Leader to ensure that the Assessment area of the school website meets statutory requirements and provides up-to-date information on how the children are assessed, how judgements are made and what the judgements mean.

There are numerous occasions through the academic year where we share formative and summative assessments with parents/carers. In addition to this they are also informed of the statutory assessments in Reception, Year 1, Year 2, Year 4 and Year 6.

5.1 Reports

Teachers produce written reports at the end of the summer term and include the following:

EYFS

- Attendance.
- Overall judgements for all the areas of the EYFS curriculum (below, expected, exceeding).
- Commentary on attainment and progress related to all areas of the EYFS curriculum.
- Commentary on general progress.
- Headteacher comment.

Key Stage 1 and 2

- Attendance
- Judgements on progress relative to national expectations in all areas of the curriculum (below expected, making expected and above expected).
- Judgements on attainment relative to national expectations in all areas of the curriculum (below expected, achieving expected, above expected)
- Judgements on effort in all areas of the curriculum (sometimes tries hard, tries hard most of the time, always tries hard).
- Result of the Year 1 Phonics Screening Check (Year 1).
- Commentary on general progress.
- Commentaries on attainment and progress for Speaking and Listening, Reading, Writing and Mathematics.
- Targets for Reading, Writing and Mathematics.
- Headteacher comment.

Parents are invited to make their own comments on the reports and return them to school.

5.2 Parents' Afternoons

There are two formal Parent's Afternoons during the academic year which are held in Autumn 2 and Spring 2.

During the meetings teachers discuss with parents/carers:

- General progress and behaviour.
- Current attainment and progress made that academic year.
- Targets for further improvement.
- Issues within school or at home that are of concern and need to be resolved.

Parents who cannot attend the meetings on the set date are encouraged to make alternative arrangements with the class teacher.

5.3 Target Letters

These are provided to parents twice a year and coincide with the dates for Parents' Afternoon so that the teachers can explain them more fully. If parents do not attend Parent's Afternoon then class teachers will send the target letters home in a sealed envelope.

The target letters include:

- Current attainment.
- What the expected level of attainment is for the year group at that time of year.
- Curriculum target taken from formative assessment.
- Practical advice on how these targets can be met at home.

5.4 Statutory Assessments

Teachers in Reception, Year 1, Year 2, Year 4 and Year 6 send home the results of statutory assessments with accompanying information on what the results mean and how they compare to the school results and national averages.

We also provide parents with information on statutory assessment requirements in the form of class newsletters and meetings with parents.

6. Transfers

6.1 Intra-School Transfers

Joint Pupil Progress Meetings are held in Summer 2 with the current class teacher and the receiving teacher. In these meetings the receiving teacher leads discussions on attainment, successful teaching methods, behaviour, SEN, priorities and interventions. This is an opportunity for receiving teachers to gain a comprehensive understanding of the needs of the class and to ensure a smoother transition into the start of the next academic year.

6.2 Inter-School Transfers

The school uses Common Transfer Records to pass on and receive information on pupils. This includes movement from Key Stage 2 to Key Stage 3 and also for children who leave/join the school.

The Headteacher, leaders of SEN and EMA and also class teachers may liaise with the previous/new school if it is felt that additional information needs to be shared.

John Sharp
Assessment Leader
August 2021

SIGNED: _____ (Head Teacher)

Date: _____

SIGNED: _____ (Chair of Curriculum and Standards Committee)

Date: _____

Assessment Yearly Overview

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul						
Nursery Teacher	Entry Baseline	Ongoing formative assessment	Pupil Progress Meetings Focus on children who are likely to have moved attainment bands at the end of the year. STAR Reading and Mathematics Y2 - Y6 Y6 Practise SATs Paper	Ongoing formative assessment	Ongoing formative assessment	Pupil Progress Meetings Focus on updated summative assessments Access Arrangements STAR Reading and Mathematics Y2 - Y6 Y2 & Y6 Practise SATs Paper	Ongoing formative assessment	Ongoing formative assessment	Ongoing formative assessment	Updated assessment tool	STAR Reading and Mathematics Y2 - Y6 Joint Pupil Progress Meetings Focus on teaching priorities for next year and children with particular needs.						
Reception Teacher	Ongoing formative assessment	Ongoing formative assessment		Ongoing formative assessment			Practise Phonics Screening Check			Practise SATs Paper & STAR Tests		Practise Phonics Screening Check	Ongoing formative assessment	Ongoing formative assessment	Ongoing formative assessment	Moderation & Submission	
Y1 Teacher				Updated assessment tool												Phonics Screening	Updated assessment tool
Y2 Teacher	STAR Reading and Mathematics	Ongoing formative assessment		STAR Reading and Mathematics Y2 - Y6			STAR Reading and Mathematics			STAR Reading and Mathematics Y2 - Y6		STAR Reading and Mathematics Y2 - Y6	Ongoing formative assessment	Ongoing formative assessment	Ongoing formative assessment	Moderation & Submission	Updated assessment tool
Y3 Teacher							Updated assessment tool									Updated assessment tool	
Y4 Teacher	Practise Multiplication Check & STAR Tests	Ongoing formative assessment		Y6 Practise SATs Paper			Practise Multiplication Check & STAR Tests			Practise Multiplication Check & STAR Tests		Practise Multiplication Check	Ongoing formative assessment	Ongoing formative assessment	Ongoing formative assessment	Multiplication Check	Updated assessment tool
Y5 Teacher	STAR Reading and Mathematics	Ongoing formative assessment					STAR Reading and Mathematics									STAR Reading and Mathematics	
Y6 Teacher				SATS						Writing TA		Updated assessment tool					

Assessment Yearly Overview

Intervention Teachers	Ongoing formative assessment		PPMs Monitoring of individual progress	Ongoing formative assessment	PPMs Review of individual progress and selection planning	Ongoing formative assessment			PPMs Review of individual progress and selection planning	
EYFS Lead	Scrutiny of N baseline	Continuous Monitoring of Evernote	Provision Mapping Meeting Monitoring of learning and interventions	Continuous Monitoring of Evernote	Provision Mapping Meeting SIP Update Data check of relative performances and strands covered in curriculum Monitoring of interventions Access Arrangements	Continuous Monitoring of Evernote		Moderation & Submission	Provision Mapping Meeting Data analysis of attainment and progress SIP Update Intervention Selection	
English Lead	Continuous Monitoring of Learning in folders / Evernote			Scrutiny of practise tests		Continuous Monitoring of Learning in folders / Evernote	Scrutiny of practise tests	Continuous Monitoring of Learning in folders / Evernote		Scrutiny of statutory and non-statutory tests
Mathematics Lead				Continuous Monitoring of Learning in folders / Evernote		Continuous Monitoring of Learning in folders / Evernote				
SENDCo	Continuous Monitoring of Learning in folders / Evernote			Continuous Monitoring of Learning in folders / Evernote		Continuous Monitoring of Learning in folders / Evernote				
All Subject Leaders							Scrutiny of learning in folders / Evernote / Twitter		Analyse final assessments of curriculum area	
Assessment Lead	Scrutiny of N baseline & tests		PPMs & PMM Assessment tools & tests scrutiny Monitoring of performance & support	Scrutiny of tests	PPMs & PMM Assessment tools & tests scrutiny Data analysis of attainment and progress	SATs registration and Access Arrangements Scrutiny of tests Internal Moderation (non-statutory)	Scrutiny of tests Internal Moderation (non-statutory)	Test administration, Moderation & Submission Internal Moderation Scrutiny of statutory and non-statutory tests	PPMs & PMM Assessment tools & tests scrutiny Data analysis of attainment and progress	

Assessment Yearly Overview

Senior Leadership Team	Continuous Monitoring of Learning in folders / Evernote	PPMs & PMM Target Setting Monitoring of performance & support QA and SIP Monitoring Report to Governors	Continuous Monitoring of Learning in folders / Evernote	PPMs & PMM SIP Update Report to Governors	Continuous Monitoring of Learning in folders / Evernote	Submission of declarations after completion of statutory assessments and moderations	PPMs & PMM SIP Update Report to Governors
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Assessment Tools Submission Deadlines

1 - 3rd Monday of Autumn 2

2 - Penultimate Monday of Spring 1

3 - Monday of the last week in June

- Assessment judgements should be made continuously and assessment tools updated regularly to inform medium term planning.
- In addition to the analysis of assessment tools at the dates noted above, monitoring of attainment and progress will be done through: folder scrutiny, lesson observations, learning walks, Twitter feed scrutiny, learning walks, class assemblies, pupil voice, surveys etc.