

Assessment policy

Springfields First School



Approved by: The Full Governing Body **Date:** Nov 2019

Last reviewed on: September 2024

Next review due by: September 2026

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Principles of assessment	2
4. Assessment approaches.....	3
5. Collecting and using data.....	5
6. Reporting to parents	5
7. Inclusion.....	5
8. Training.....	6
9. Roles and responsibilities	6
10. Monitoring	6
11. Links with other policies	6

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

If I have taught it, have they got it? And if not, how do I know?

Springfields believes that assessment is the 'bridge between teaching and learning' (Dylan Williams). At Springfields a combination of formative and summative assessment is used.

Formative assessment is used on a regular basis to recognise pupils learning, identify gaps and misconceptions and inform future planning.

Summative assessment is used to monitor attainment at specific points throughout the year to recognise pupils whose attainment is significantly above or below average. These pupils may need further interventions to provide support or challenge.

Pupils should be regularly assessed to help gain an insight into what they know, understand and can do as a result of what we have taught. This will help us understand what has been learnt, what needs to be

consolidated or revisited and where gaps occur. The assessments used will vary but whether recorded formally or not the information gained should be fine-tuning the next stage of learning.

Assessments should take into account pupils SEND needs. Assessments should be modified so they are accessible eg enlarged print, an adult scribing the answers. If the teacher feels it is appropriate assessments can be modified.

Assessment should be planned into topics. It should not become a separate activity nor should it overshadow direct teaching. Teachers are expected to maintain a balanced approach to the amount of assessment either recorded formally or not that they undertake.

4. Assessment approaches

At Springfields we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised assessment.

4.1 In-school formative assessment

Formative assessment is used across Springfields First School on a daily basis and is the primary form of assessment. Teachers use formative assessment to recognise where pupils have a solid grasp of their learning and where there are gaps and misconceptions. Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

At Springfields all staff follow the feedback policy to assess pupils' knowledge and to decide the next steps in pupils learning. All staff use targeted questioning to assess pupils' knowledge and understanding. Teachers record key questions to be asked on their medium-term planning. Staff also use observations to assess pupils understanding. Observation is the primary source of assessment in the Early Years Foundation Stage.

- **Pupils** to measure their knowledge and understanding against agreed end points, and identify areas in which they need to improve.

At Springfields pupils in Key Stage 1 and 2 also use self-assessment their work. In Key Stage 2 pupils also use peer assessment to support each other's learning (see Feedback Policy for the marking schedule)

- **Parents** through termly consultations and reports, gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

At Springfields, pupils complete standardised tests (GL Group Assessment for reading/SWIST for spelling/Headway for maths and science). at the beginning or end of the academic year.

Year group	Reading	Spelling	Maths	Science
Year 1	Beginning and end of year PCS Summer term	End of year	End of each term	End of unit Progress test c end of year
Year 2	End of year Reading assessment before bookband change	Beginning of year End of year assessment	End of each term End of year assessments	End of year End of unit Progress test c

				end of year
Year 3	Beginning of year Reading assessment before bookband change	Beginning of year	End of each term	Beginning of year End of unit
Year 4	End of year Reading assessment before bookband change	End of year	End of each term MTC Summer term	End of unit Progress test c end of year

- **Pupils** complete statutory assessments (Yr1 phonics check/Yr 4 multiplication check), these scores are collated and used to identify pupils that are working significantly above or below the average. These pupils are highlighted as needing extra challenge or additional support. These scores are also compared with teacher assessments and any anomalies are discussed future at pupil progress meetings.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
At Springfields teachers use end of unit assessments, low stakes quizzes, multiple choice questions to assess learning. Teachers use Target Tracker to record their assessments for all subjects and track progress.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
At Springfields pupils use feedback from end of term assessments, low stakes quizzes and multiple-choice questions to assess their own learning.
- **Parents** through termly consultations and reports to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment



4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline at the beginning of the reception year
- Phonics screening check in year 1
- Multiplication screening check in year 4

5. Pupils with SEND

Teachers will use their professional judgement to decide if it is appropriate for pupils with SEND to complete assessments. Assessment will be made accessible for SEND pupils eg. scripts enlarged, questions modified, number of questions reduced. Assessments may be completed practically and recorded through photographs. The teacher may decide that assessment for pupils with SEND may be completed through observations and formative assessment rather than summative assessment.

6. Collecting and using data

Assessment data is collected on a termly basis and recorded on Sonar Assessment.

Teachers are encouraged to collect assessment data for core on an ongoing basis to spread the process over the term. Assessment data for the foundation subjects should be recorded termly. However, the data will only be analysed by the Headteacher and subject leaders on a termly basis. The use of Sonar Assessment makes the analysis of data by subject leaders less time consuming.

This information is shared with Governors at termly curriculum committee meetings.

7. Reporting to parents

In the EYFS stage teacher observations are shared with parents on a regular basis, for example at stay and play sessions

In Key Stage 1 and 2 reports are shared with parents on a termly basis. At the end of the autumn and spring term, these reports cover effort and attainment in the core subjects of English and maths.

At the end of the summer term a report will be sent home covering all areas of the curriculum. Each report includes information on strengths, areas for development, comments on attitude and progress, attendance and arrangements to discuss the report with the pupil's teacher.

Parent- teacher consultation meetings are held in the autumn and spring term. In the summer term an after school 'drop-in' takes place where parents can request a meeting with the teacher to discuss the end of academic year report.

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

9. Training

Staff are given opportunities to discuss the assessment process at staff meetings throughout the year.

10. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

10.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

10.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

11. Monitoring

This policy will be reviewed regularly by the Curriculum Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny, pupil progress meetings.

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- SEND policy
- Feedback policy