



Lewknor Church of England Primary School

Assessment Policy



July 2023 – Review July 2026

Why assess? Our Christian Vision

Children's progress is closely monitored at Lewknor Church of England Primary school to ensure that children have strong learning foundations. This follows our Christian ethos of Matthew 7:24-27: "Everyone who hears my teaching and applies it to his life can be compared to a wise man who built his house on an unshakable foundation. When the rains fell and the flood came, with fierce winds beating upon his house, it stood firm because of its strong foundation." Likewise, we use our assessments to ensure the children are given an "unshakeable foundation" to start their lives.

School Priorities

We believe in the statement that all forms of assessment should be used to improve teaching and learning.

At Lewknor we believe that the best form of assessment result from ongoing dialogue and interactions with children, thus ensuring strong foundations of learning, following our Christian ethos. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system:

- All forms of assessment should be used to improve teaching and learning.
- Simple to use and understand.
- Testing should be rigorous and reliable.
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum.
- Helps a child to recognise the next steps in their learning.

- No unnecessary paperwork that does not contribute to teaching and learning.
- Provides reliable information to parents about how their child is doing.
- Ensures that Lewknor is keeping up with external best practice.

Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

Science Assessment

At the end of each unit, children sit a test related to that topic area. The results of these tests help to inform the overall judgement for each child.

In science, we also use topic based concept maps as a means of children showing their learning journeys. At the start of a topic, children explain what they know about a specific topic, then as the topic develops week by week, children add to their map using key words of annotated diagrams. A completed concept map provides a good indication of the level of a child's understanding and their development throughout a topic area.

Marking

Marking is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet pupils' needs.

Marking indicates to the pupil what they have achieved and what they need to try to do next / how they can improve their work. We mark to learning objectives set, and we identify how children can improve their work or move on, with a clear, individualised next steps action or question. In addition to marking to objectives, pupils' common errors should regularly be brought to the child's attention so that they are able to improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc...

All work is marked as soon as possible, and where practical, in the presence of the child. All work done by the child should be acknowledged by the teacher.

Marking should be used to progress learning, therefore, where possible, teachers mark the content of the work and then extend the children further with an action. This ensures that

all children learn from their mistakes and develop their understanding, thus ensuring that their foundation are strong as they continue to grow.

Summative Assessment

Summative Assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

Teacher Records

We expect teachers to keep records, either on paper or online, detailing the results of mini tests given within the classroom. The results in teachers' log books will not be collected centrally, rather the purpose is to use this information formatively, to inform the next steps in each child's learning, to identify whole class areas of concern, and to help identify children performing above or below national expectations. During termly assess and review meetings, teachers should use this information to inform the headteacher and subject leaders of children who require additional support, so that support can be provided in a targeted and timely fashion.

The content of the records will be as follows:

- Maths – results of baseline place value, addition/subtraction and multiplication and division tests, results of mini unit tests, results of termly arithmetic tests, results of termly reasoning tests
- Literacy – results of 2-3 termly writing assessments, results of baseline SPAG (spelling, punctuation and grammar) and comprehension tests, results of end of year SPAG and comprehension tests
- Science – end of unit tests

The records can also be used to inform parents of children's areas of strength and weakness.

Internal Summative Tests

Children will be given formal tests in mathematics (focused on place value, addition/subtraction and multiplication/division as these are used throughout all units) and literacy at three points throughout the school year. The primary point being baseline tests used to identify the student's current knowledge. This enables the teachers to develop and strengthen the children's current foundations and identify any potential weaknesses at an early stage. Mid-year tests help identify any children who need further support and intervention while summer tests give a final judgement for the year. These results are stored centrally and provide us with a whole school picture, which we can analyse in different ways.

The shared language of testing in our school will be:

- Working towards – a child who is in an earlier stage of development than expected for their age range and needs support.
- Working at – a child who is secure in their understanding and able to work independently.
- Greater depth – a child who exhibits skills with confidence and a developed understanding.

Summative Judgements of Writing

In order to show children's true development in writing, we encourage an independent write following a scaffolded piece of writing. This allows the children to independently demonstrate the skills and structures that they have acquired during that unit. Children will usually produce 2 or 3 independent writes per term. During the termly assessment cycle (Autumn, Spring and Summer), teachers will select a fiction and non-fiction piece of writing to base their assessment on. They will then use the writing progression document to provide a summative judgement of writing at those three points in the year. Each child has an extended writing book and this will go with them through the school. This will show the progression of their writing from Reception to Year 6.

Statutory National Testing

During their time in school children will sit some external national tests. These are as follows:

Reception – Baseline assessment completed in the first six weeks of a child starting school

EYFS profile – submitted in June

Year 1 – Phonics screening test – June

Year 2 - KS1 SATS in Reading, Writing, SPaG and Mathematics – May – internally marked and teacher assessment provided (are being removed as a national test in 2024)

Year 4 – Times tables test - June

Year 6 – KS2 SATS in Reading, SPaG and Mathematics – May – externally marked. Teacher assessments in Writing (informed by the SPaG), Reading and Mathematics

Monitoring Progress

When using data to judge progress, we would expect most children to enter the year group working towards the standards within that year group. A small proportion of children would be at National Standard already (achieving a scaled score of 100 or more in the Autumn

tests). We appreciate that progress is not always linear and some children move on faster than others but by the summer term, we would expect at least 85%-90% of children in each year group to be achieving the National Standard in the core subjects and around 25-30% should be working at greater depth.

As well as looking at this broad measure of progress, we also look in more depth at a child's standardised age score and calculate the changes within the score over the course of the year and year on year. This helps us to measure the progress that the child has made over the course of the year and from one year to another.

At the start of the year, we set end of year targets for each child and derive a target for the year group on that basis. The targets we set are ambitious and reflects our high expectations for all children, including those considered vulnerable.

Assess and Review

Top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. To this end, we finish off the termly assessment cycle with an 'Assess and Review' process. Here, teachers look at their particular groups (core subjects) and assess how they are doing. They consider issues that the whole group might be struggling and how they may address this in class. The headteacher then meets with each member of staff to discuss each child. Children who are struggling, not making progress or who are a concern for their teachers in any way are then picked up on individually. The teacher, will decide on a course of action for that child, which may include a course of intervention, a possible referral for SEND or a social intervention. That child is then followed up on each term to monitor their progress.

Reporting to Parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through newsletters, homework tasks, reading records, reports, open days, parental workshops and the website. Parents have regular opportunities to discuss their child's progress with teachers. Formal parent's evenings are held in the autumn spring and summer terms. A full report is sent to parents at the end of the year. The report will cover the child's performance in all National Curriculum subjects. In summer term a written progress report will communicate achievement; at the end of Key Stage 1 it will include the level the child has attained through teacher assessments in reading, writing, maths and science. In Year 1 it will include details of the phonic screening. At the end of Key Stage 2 it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through teacher assessments in reading, writing, maths, science, and spelling, punctuation and grammar.

Roles and Responsibilities

The Headteacher and Subject Leader are responsible for...

- Overseeing standards of teaching/learning and assessment across the school
- Acting on concerns about a child's progress to ensure adequate support is provided
- Reviewing the school's assessment procedures and policy on a yearly basis
- Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.

The SENCO (headteacher) is responsible for...

- Collecting data for all SEN children
- Monitoring the progress of SEN children

Teachers are responsible for...

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- Informing the member of leadership of any children they are concerned about in a timely fashion.
- Reporting the results of summative tests.
- Maintaining individual teacher mark records.
- Reporting their child's progress to parents.