



Crosslee Community Primary School

Assessment Policy

Changing Lives in Collaboration – Together We Make the Difference

Last amended: March 2024

Last reviewed: March 2024

Document Control	
Status	Approved
Date adopted	March 2024
Review	March 2028
Author	Ruth Dawson
Approved by	SLT
Date approved	15 th March 2024
Supersedes	Assessment Policy 2021
Amendments	

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As part of our commitment to be a nurturing school we will offer a range of opportunities within our curriculum for children to build self-esteem, resilience and aspirations, as well as a positive view towards health and self-respect to support their mental health.

We actively promote Fundamental British Values in our school to ensure young people leave school prepared for life in modern Britain. Pupils are taught to regard people of all faiths, races and cultures with respect and tolerance. They are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. Children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential.

Introduction

We believe that effective assessment provides information to improve teaching, learning and progress. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of age related achievements.

Objectives

The objectives of assessment in our school are:

- ❖ to enable our children to demonstrate what they know, understand and can do;
- ❖ to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- ❖ to provide regular information for parents that enables them to support their child's learning including PSPs;
- ❖ to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school;
- ❖ To provide the CLIC trust, DfE and Ofsted with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

We use our school's curriculum intent to guide our teaching. The curriculum intention sets out the aims, objectives and values of our school, and give details of what is to be taught to each year group. We also identify opportunities for assessment within each broad unit of work.

To support our teaching, we use the National Curriculum age expectations, which enable us to identify each child's individual skills and knowledge.

We plan our lessons with clear learning objectives based on unit plans including the identified essential knowledge.

The school uses NFER materials, Maths no problem 'insights', times tables booklets, Read Write Inc, phonics screening materials and previous end of key stage SATs materials to assess attainment and

progress in Reading, Maths and VGPS of primary aged pupils. Early years pupils are assessed using Development Matters in the Early Years Foundation Stage. School end of year group writing checklists are used to assess attainment and progress in Writing. For children working two years outside of their chronological age, we use PIVATs to track attainment.

Performance tracking

We are firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked using insight in line with trust expectations. The purpose of tracking pupil performance is to:

- ❖ Monitor standards;
- ❖ Track vulnerable groups;
- ❖ Ensure that teachers always know the point that a pupil has reached in their learning;
- ❖ Know which pupils or groups require catch up or keep up work;
- ❖ Be aware of pupils' rates of progress and consider reasons for this.

When a new child joins the school, it is the class teacher's responsibility to ensure that assessments are made as a baseline.

Nationally standardised summative assessment

Nationally standardised summative assessments include:

- ❖ Reception Baseline Assessments is completed within 6 weeks of starting in reception. Early Years Foundation Stage (EYFS) profile at the end of reception
- ❖ Phonics screening check in year 1 (and year 2 for those who don't meet the expected standard in year 1)
- ❖ Multiplication tables check in year 4
- ❖ National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

Reporting to parents

Twice a year, we offer parents the opportunity to meet their child's teacher. At both meetings, details of the child's progress towards targets are discussed and how the parent can support this.

Dfe reported data is shared with parents in annual reports.

PSPs are shared with parents each term.

Feedback to pupils

Staff understand the importance of feedback in motivating pupils and improving their learning. Assessment for learning techniques such as 100% participation and 'in time' feedback are used throughout school.

Roles and responsibilities

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

Headteacher and Assessment Lead

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