



Abberley Parochial V.C. Primary School
Rooted and Ground in love
Assessment Policy

Date reviewed: September 2024

Next review: September 2027

Our school vision is based on Paul's writings to the Ephesians:

Ephesians 3:17-19

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Based on this vision, our curriculum is founded on the following key principles:

1. People in our school will learn to love and feel loved
2. People will be taught to comprehend through a breadth of opportunity and with significant depth of understanding
3. All people are entitled to live a fulfilled, enriched and joyful life and our curriculum will seek to enable this

Intent

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments, whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels.



We believe in the statement that all forms of assessment should be used to improve teaching and learning. At Abberley, we believe that the best form of assessment result from ongoing dialogue and interactions with children. 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.

Implementation (including timetable allocation)

Summative Assessment

Children will be given formal tests in the core subjects of mathematics and English – reading, at three points in the school year. Autumn term testing provides a baseline for the year, spring tests provide mid-year data to identify whole cohort progress and also children who need further support and intervention and summer tests give the final judgment for the year. Teachers will have the opportunity to provide a teacher assessment alongside any test data submitted. This is especially relevant for EAL and SEND children, who may not achieve test results.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages. We currently use White Rose maths assessments and NTS reading assessments. We have selected an age standardised score to report our data. The results of the tests will be reported as an age standardised score, with 100 being the national average. Children falling within the range 100 to 110 will be deemed to be working at national standard. Children falling below the 99 mark will be deemed to be working towards a national standard and children falling above the 110 mark will be deemed to be working at greater depth.

In order to show children's true development in writing, the children complete an independent write based on either a rewrite of a prior piece of writing or based on a given prompt. This allows the children to independently demonstrate the skills and structures that they have acquired during that term. Children will usually produce 3 independent writes per term. Teachers will then use the writing progression document to provide a summative judgement of writing at those three points in the year. Each child has a writing assessment book, where their writing will be kept and this book will go with them through the school. This will show the progression of their writing from Y1 to Y6.

For reading in KS1, we follow the assessment schedule in line with Little Wandle Phonics scheme. Core phonics skills and knowledge are assessed every 6 weeks and individual pupil data is tracked using the Little Wandle Assessment Tracker. Pupils are then given a reading book which matches their phonics



understanding and fluency. The tracker also identifies pupils who may require additional phonics teaching and will be provided with Daily Keep-up lessons. These pupils are re-assessed after three weeks of daily Keep -up lessons. The assessments will show progress and recommended book level.

For reading books from Y2-Y6, we use Accelerated Reader and the children complete a Star Assessment test on entry to their new year group and at least three times throughout the year to monitor their progress in reading. These tests provide the children with a reading age and a book band range which provides them with books that are suitable for their ability. For children where the Little Wandle Tracker are identifying as not confident fluent readers, then these pupils will be taught and continued to be assessed through the Rapid Catch-up or/and Little Wandle Fluency programmes in KS2.

Allocation

	Teacher Assessment – reading, writing & maths	Star Assessment reading	White Rose tests for maths, NTS for reading Writing assessment	Statutory assessments
EYFS	End of each half term		End of each half term - ELGs	EYFS profile, RBA
Year 1	End of each half term		End of each term	Phonics screening test
Year 2	End of each half term	On entry and at least every term	End of each term	KS1 SATs
Year 3	End of each half term	On entry and at least every term	End of each term	
Year 4	End of each half term	On entry and at least every term	End of each term	MTC
Year 5	End of each half term	On entry and at least every term	End of each term	
Year 6	End of each half term	On entry and at least every term	End of each term	KS2 SATs

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.



Foundation subject assessment

Teachers use a mixture of quizzes, focus tasks, questioning, class discussions, written work and observations to make judgements against age-related subject disciplinary and substantive skills and knowledge which form part of their teacher assessment at the end of a unit. These judgements are recorded on the school's internal tracking system.

Impact (including monitoring of standards)

Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured and personal knowledge of each child is key. For this reason, the class teacher meets with the Headteacher once a term.

The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and action plans formulated as necessary.

SEND

Please see the SEND Policy for more detailed information on how we assess children with SEND.

Progression

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 the 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 attainment and calculate the changes 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.



Reporting to parents

Written reports are sent to parents each year in July. These reports inform parents of their children's achievements, progress and attendance data. They also give suggestions for the next steps in each child's learning.

Children at the end of reception will receive a report of their attainment against the ELGs. Year 1 children will receive the results of their Phonics Screening Test. If this phonics test is not passed, the children will re-sit the test in Y2 and these results will be included in their end of year report. Children in Y2 are also provided with teacher assessments as to where their child is in line with national standards at the end of KS1. Y6 parents will also be provided with additional information including details of the SATs.

Parent consultations are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. Parents are provided with a written interim report as part of our parent consultations. These inform parents of their child's attitude to learning and mid-year targets. There are two scheduled times during the school year:

- Autumn Term
- Spring Term

There is an opportunity for parents to meet teachers to discuss any issues arising from the formal written end of year report.

Parents of children on the SEND register are formally invited into school every term to review progress against the individualised targets on their child's Support Plan. The Support Plans are updated at these meetings, and the children concerned are part of this process.

Parents are encouraged to meet with the class teachers at any time, should they have any concerns.

Roles and expectations of staff

Headteacher:

- Overseeing standards of teaching/learning and assessment across the school

Assessment coordinator:

- Reviewing the school's assessment procedures and policy on a yearly basis.
- Coordinating and overseeing whole school assessment and review cycles, including statutory testing



- Reporting the results of Statutory national tests to the school, parents and governors
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon by the leadership team or in consultation with staff
- Training staff on any changes to assessment
- Working with core coordinators to develop specific assessments for their areas.

SENCO:

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

Class teachers:

- 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
- Reporting their child's progress to parents

