



Stanford in the Vale CE Primary School Assessment Policy



Assessment is a process of gathering information. It enables us to ascertain children's understanding and plan for their future needs. During this process of data collection some measure of standard criteria must be applied. The National Curriculum and Early years foundation stage (EYFS) statutory framework set out expectations and it is against these that children's understanding is measured. The process of assessment enables us, through a well-planned programme, to facilitate positive development to the benefit and progress of all of the children in our school.

Purpose

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.

Objectives

- To plan the assessment of learning outcomes/early learning goals that inform future teaching
- To diagnose difficulties in learning in order to provide intervention strategies
- To give positive feedback to the learner with clear ways forward
- To encourage increasing skills of self assessment
- To keep records of attainment that will inform the reporting process
- To use validated assessment data to inform target setting
- To ensure consistency and the standardisation of levelling of work collated by teachers

Assessment Approaches

At Stanford in the Vale CE Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

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

Pupils to measure their knowledge and understanding against learning objectives/early learning goals, and identify areas in which they need to improve

Parents to 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



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Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching

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

Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

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 assessment

Phonics screening check in year 1 and year 2

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

Multiplication check in Year 4

Guidelines

Assessment at Stanford in the Vale CE Primary School can take a variety of forms and vary in its degree of formality.

Formative assessments will be made on a daily basis through a range of methods

- use of white boards to show answers,
 - open questioning,
 - quizzes,
 - thumbs up or down,
 - retrieval activities,
 - blooket challenges,
 - the checking of children's work and comments made during the teacher's evaluation.
- Our marking policy gives further guidance.

As a staff we have agreed assessment arrangements for all subjects.

English

- Independent writing informs the dating of writing objectives on year group National Curriculum checklists which inform levels entered on FFT.
- Reading is assessed using the outcomes of taught reading lessons and individual reading plus 'Rising Stars' assessments in reading comprehension are used in Years 3, 4 and 5 at the end of each term and statutory SATs in Year 6. They all inform the levels entered on FFT.
- The children are assessed on their spelling of words from each of the spelling patterns they have been taught (2 words for each pattern), on a termly basis.



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Records are kept on which words they can spell so that gaps in spelling knowledge can be addressed.

- Phonic assessment is continual which informs the phonics groupings. Individual record sheets are linked to the phonics phases and include key word spellings. Plus a Statutory Phonics screening in Year One, which is also carried out with any Year 2 children who did not pass in Year 1.
- Speaking and listening is assessed using the speaking and listening National Curriculum objectives.
- Rising Stars SPAG assessments are carried out in Years 2, 3, 4 and 5 on a termly basis and statutory SATs in Year 6.
- A baseline of Foundation children is carried out at the beginning of the Foundation Stage, at Christmas and Easter further levelling is carried out and the Foundation Stage profile results are completed at the end of Foundation.

Mathematics

- White Rose end of unit assessments are carried out and these inform levels entered on FFT.
- Times Tables Rockstars and Numbots are undertaken regularly across the school, which indicate confidence and ability in times tables and number facts.
- Statutory SATs occur in Year 6.
- A baseline of Foundation children is carried out at the beginning of the Foundation Stage, at Christmas and Easter further levelling is carried out and the Foundation Stage profile results at the end of Foundation.
- Year 4 undertake a statutory multiplication check in the Summer term.

Science

- Assessments are made based on teacher assessment of work completed in class and these inform levels entered on FFT.
- Investigative science is undertaken on a regular basis to aid assessment of children's scientific understanding and reasoning.

Computing

- Assessments are made based on teacher assessment of work completed in class following the Purple Mash scheme of work. These inform levels entered on FFT.

Religious Education

- Assessments are made based on teacher assessment of work completed in class. These inform levels entered on FFT.

Music

- Teachers are encouraged to record evidence of listening, composing, performing in books three times a year.
- Assessments are made based on teacher assessment of work completed in class. These inform levels entered on FFT.

Personal, Social and Health Education

- Assessments are made based on teacher assessment of work completed in class following the Jigsaw scheme of work. These inform levels entered on FFT.

Art

- Sketchbooks, work and observations will be used as evidence to inform levels entered on FFT.



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Early Years

- A baseline of Foundation children is made within the first few weeks of schooling.
- Throughout the year children are observed across the different areas of learning and characteristics of learning through evidence on Class Dojo, work produced and child initiated activities.
- For each area of learning children's next steps are continually identified and appropriate activities are planned to support them.
- At Christmas and Easter further levelling is carried out.
- Final assessments are made with regards to the Early Learning Goals, at the end of the year.

History

- Assessments are made based on teacher assessment of work completed in class. These inform levels entered on FFT.

Geography

- Assessments are made based on teacher assessment of work completed in class. These inform levels entered on FFT.

Design and Technology

- Assessments are made based on teacher assessment of work completed in class. These inform levels entered on FFT.

Physical Education

- Assessments are made based on teacher assessment of work completed in class. These inform levels entered on FFT.
- Teachers are encouraged to take photographic evidence.

Languages

- Assessments are made based on teacher assessment of work completed in class following the Twinkl scheme of work. These inform levels entered on FFT.

Reporting to parents

Through informal day to day discussions, either verbally, via email or Class Dojo.

Discussion with parents in the autumn term is mainly concerned with how the child has settled into their new class, early achievements and targets set for the year. Parents will be shown work/books in order to reflect on the current position and to agree future targets.

In the spring term a more detailed discussion of academic progress takes place where results are discussed. Parents will be shown work/books in order to reflect on the current position and to agree future targets.

Parents receive a personal report on their child during the second half of the summer term. An additional consultation may be requested in light of the annual school report.

Annual School Report

Stanford in the Vale CE Primary School produces a report for each child detailing whether they are working at, below or above in all subject areas. The child's attitude to learning is reported on, as well as their personal, social and emotional development. Areas to be worked on in the future are also reported.



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We operate sharing assemblies generally once a term where parents are invited to come into school to see what their child has been working on.

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.

Pupil Profiles are produced and reviewed three times a year for children on the SEND register. These identify targets that the children need to work on linked to their specific needs. All staff involved with the child, the child and parents will input into the profile through a meeting and use of professional reports.

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

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

Teachers

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

Subject Co-ordinators

Subject co-ordinators have an active role in the development of assessment procedures for their subject. Throughout the year co-ordinators collect and look at samples of work from each teacher. Speak to children about the learning in their subject area and observe lessons throughout the school. Track the levels of all children and groups of children within their subject area. They monitor standards within their subject(s) area and question / support / challenge teachers where necessary.

Monitoring

This policy will be reviewed every two years by the assessment co-ordinator and Curriculum & Communication Governing Committee.

All teaching staff are expected to read and follow this policy.

The assessment co-ordinator will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies and pupil progress



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meetings. Findings will be discussed with other Senior Leaders.
A specific Governor meets termly with the assessment co-ordinator to look at class data and discuss any issues arising from it. Whole school assessment reports are shared at Curriculum & Communication Governing Committee meetings to monitor achievement and progress.

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Individual subject policies
- Inclusion policy
- Marking policy

Reviewed: April 2024

Next Review: April 2026