

DUNNINGTON CE PRIMARY SCHOOL



ASSESSMENT POLICY

Date of Policy:	March 2024
Date of Review:	March 2027
Member(s) of staff responsible:	Clare Thompson
Governor(s) responsible:	FGB
Signature of Chair of Governors:	
Date:	



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Policy for Assessment

Rationale

At Dunnington CE Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not an end in itself; it should provide a child with a clear understanding of what they have learned and can do, as well as the next steps in their learning. We believe that this process should be thorough, manageable and relevant to the children's development.

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Dunnington CE Primary
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

The purpose of assessment is:

- To enable children to make progress
- To support children in recognising their next steps in learning
- To inform future planning for individuals, groups and classes
- To summarise attainment

In addition, assessment supports teachers and the SLT in monitoring the effectiveness of teaching and learning through the school.

Good assessment practice at Dunnington CE Primary School will:

- raise standards of attainment and behaviour, and improve pupil attitudes and responses
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider, facilitator, learning designer and evaluator
- enable the teacher to take a flexible approach to teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and the SLT/headteacher as they plan for individual pupils, groups and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, areas for development and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

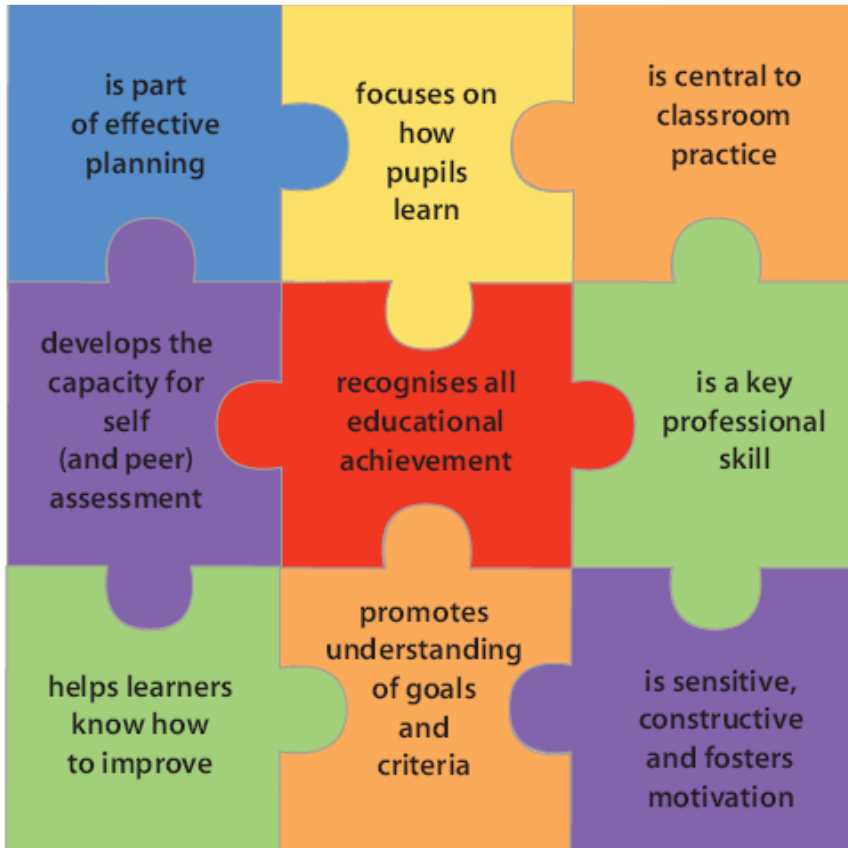


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Two distinct types of assessment are identified and used in our school. These are:

1. ASSESSMENT FOR LEARNING (AfL, Formative Assessment)



Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning, often expressed in 'next steps' targets, through teacher's planning.

"AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners."

Assessment Reform Group

Assessment for learning will:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Promote immediate intervention and link judgements to learning intentions/questions or success steps
- Raise standards by taking pupils to the 'edges of their capability'



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Implications for teaching:

The teacher will:

- Provide targeted verbal or written feedback which identifies strengths and the next step for improvement (see Feedback Policy)
- Promote pupil involvement in self and peer assessment
- Act on insights gained to inform curricular planning
- Plan against what children know/can do/understand/need to know
- Make standards, expectations, objectives, intentions, key questions and/or success steps explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement and those with SEND
- Engage pupils in rich questioning allowing 'thinking' time (planned waiting)
- Build in time for focused observation of teacher-directed and child-initiated activity
- Impact positively on learning and the learner

Impact on learning and the learner:

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success steps and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress
- Improve their ability to give feedback, encouragement and next steps when looking at each other's work

Teacher assessment evidence in support of AfL

This may include the use of:

- Children's work done in class
- Homework and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions (both child and adult led)
- Speaking and listening activities
- Specific assessment tasks, such as spelling tests, times tables tests, phonics assessments.
- The use of school tracking systems

2. ASSESSMENT OF LEARNING (AoL, Summative Assessment)

Assessment of learning is used periodically to identify a child's progress towards the end of year expected standard. These assessments are carried out in Reading, Writing, Maths and Spelling, Punctuation and Grammar (SPAG).

At Dunnington CE Primary, these assessments will support teacher assessment.

A range of assessments will be used each term, including Rising Stars (Grammar Punctuation and Spelling), NFER Reading and Maths Assessments and White Rose Maths Hub Assessments. Standardised tests in Year 2 and Year 6 will also support summative assessment.



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Periodic assessments will support accuracy of teacher assessment through the use of standardised tests. However, teachers' professional judgements made continually through assessment of learning will be used predominantly to inform progress over time and discussions with parents.

Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time, at the end of each term and reported to parents at the end of each year
- Establish national benchmarks about what children can do and about school performance against the standards expected, especially in Y6
- Show what pupils can do without support
- Inform the target setting and planning process

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- Implement strategies to accelerate progress to meet national expectations for all learners and for groups of learners (narrowing the gap)
- Mark and measure against the expected standard for the end of each year
- Engage in standardisation and moderation opportunities with colleagues and other schools.

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous assessment data
- Be able to measure own performance against externally agreed criteria and standards for their age
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Both AfL and AoL are essential in raising standards and will be used in all phases within our school. Assessment for Learning (formative assessment) and Assessment of Learning (summative assessment) are both thoroughly embedded throughout the school. They are complimentary, and both play a significant role when making teacher assessment judgements.

ATTAINMENT AND PROGRESS AT THE END OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

The Reception cohort will be assessed in June using the EYFS Profile.

Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must decide as a 'best fit' whether a child is:

- meeting the level of development expected at the end of the EYFS (and should be assessed as '**expected**')
- not yet reaching this level (and should be assessed as '**emerging**')



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The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG.

This assessment will produce a number/percentage of children emerging or expected for each of the 17 Early Learning Goals.

Our school data is compared with national outcomes. School staff must consider the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development.

What is considered to be a 'good level of development' (GLD)?

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. This helps to understand broadly what a child can do in relation to national expectations. (Early Years Foundation Stage Profile, 2024 Handbook)

This is not the same as making good progress. (Ofsted Handbook p64 October 2017)

Progress Expectations in the EYFS

At Dunnington CE Primary School we make 'on-entry' judgements within the first 6 weeks of the Autumn Term in Reception using the Government's Reception Baseline Assessment. In addition, the teaching team use information from all sources, including feedback from parents through Seesaw and staff observations of the children in play, to build a picture of each child's learning and development both on entry to school and throughout their time in EYFS.

Individual children may be:

- Showing a typical level of development for their age.
- Operating at a level above typical for their age (indicating the potential to exceed when moving to KS1).
- Displaying the knowledge, skills and understanding that are below typical for her/his age
- Others may be operating at a level well below typical for their age. Such children may be at risk of delay, or may have a particular disability or special educational need that has already been identified.

The main purpose of the EYFS Profile assessment is to support a successful transition to year 1 by informing the professional dialogue between EYFS and year 1 teachers. It should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS Profile is also used to inform parents and/or carers about their child's development. (Early Years Foundation Stage Profile, 2024 Handbook)

ATTAINMENT AND PROGRESS EXPECTATIONS FOR YEAR 1 TO YEAR 6

These year groups are following the National Curriculum for England 2014 and the York Standing Advisory Council on Religious Education (SACRE) Locally Agreed Syllabus for Religious Education. At Dunnington CE Primary School we work hard to develop curriculum planning that ensures that teaching and learning is well matched to the demands of the National and Locally Agreed Curricula and is well differentiated to cater for all abilities and needs. **We also ensure that the curriculum is**



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designed to build on prior learning with clear end of unit expectations, in terms of skills, knowledge and understanding, across each taught subject.

Along with the principles of the National Curriculum, it is our expectation that the majority of children will reach the expected standard for their age by the end of each academic year, with some children having the time and opportunity to work in greater depth in some areas of the curriculum. There will be other children, typically those with SEND, who may be working towards the expected level for their age by the end of the academic year. We expect all pupils to make progress, relative to their individual starting point, and succeed because they are taught and assessed effectively.

Teacher's planning will ensure:

- Most children are actively engaged on work at the expected level for the year group
- Work is effectively adapted through individual programmes that may focus on some key objectives from the previous year to consolidate and secure learning for those of lower ability
- There is opportunity to apply knowledge and skills in a range of problems and contexts that will encourage a pupil to work at greater depth
- Pupils work at pace, building on prior formative assessment data to plug gaps in understanding, focus on next steps and apply their knowledge and skills across an increasing range of problems and challenges
- Formative and summative assessment data is used to maximise progress and ensure coverage of the curriculum for the year group
- Children have regular opportunities to learn through challenges and problems that really make them think

ASSESSING PROGRESS IN THE NATIONAL CURRICULUM 2014

At Dunnington CE Primary School, we believe progress should be assessed without levels. We have taken full account of the Assessment Commission Report on Assessment without Levels (*September 2015*) and the Assessment Frameworks for Key Stage 1 and 2 and take actions to ensure that children are making progress and striving to meet the year group expectations for the end of their academic year.

We believe this begins with having a clear Assessment Policy that sets out our expectations for teachers, pupils, parents and governors. We will share this Assessment Policy with external moderators and Ofsted.

Implications for Teachers

1. Day to day in-school formative assessment

We believe this lies at the heart of good quality teaching and learning. Teachers will plan from prior assessment information and seek to evaluate and assess learning through rich questioning. They will use thorough analysis of a range of assessment material such as work in books, children's oral responses, short term assessment questions, development of skills through collaborative group work and end term summative assessments.

It is vital that gaps are identified immediately and plans put in place to fill those gaps, in order to secure learning and move children on within their current year group objectives.



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Pupils will be directly involved in assessment of their own and each other's work in age-appropriate ways. We will plan opportunities for self and peer assessment against clear criteria which will encourage children to become increasingly adept at making judgements on their own and other's work.

Teachers will give clear and honest feedback. We expect that children will not always get things "right" first time; we believe that they will sometimes fail and that this is often a necessary step to learning and progress.

We believe in ensuring children have the resilience and persistence to work through failure and see it as a step to success in the learning process.

Feedback will be useful (to motivate or move learning on), manageable and not onerous (see separate Feedback Policy).

We will teach children to view their daily struggles with a positive mindset; knowing that connections are often made when they have to think more deeply over a problem. We will plan to ensure the children have regular opportunities to learn through challenging problems that will make them think. We believe the true value in formative assessment lies in the actions taken as a result. We will ensure that all children, where appropriate, will be given time to respond to feedback through regular "Response and Up-levelling Time".

We will ensure children know how well they are doing and what their next steps are. We will share this orally and through written comments in books as appropriate. Teachers will share objectives and success criteria with their learning groups; formative assessment will link to these on a day by day basis.

Day to day assessment will focus on knowledge, skills and understanding in the core and foundation subjects. We recognise the importance of the core subjects of Reading, Writing, SPAG, Maths and Science. We also recognise the importance of creative cross-curricular planning that ensures children are engaged in tasks that make sense and make use of real life contexts.

2. In school summative assessment and reporting to parents

We believe that assessment outcomes should be shared with parents and carers. We will do this at the end of each academic year. This will help them support their children's learning.

We will report attainment to parents in a simple way at the end of the year:

- *Your child is working towards the expected standard*
- *Your child is working at the expected standard for their age*
- *Your child is working at greater depth than the expected standard*

Each year, we will share with parents/carers the key national curriculum objectives for the core subjects for each year group through our welcome meetings. We will also place this information on the school website.

During the year, parent consultations will provide parents with more detail about the achievements and next step targets for each child. Teachers will link this with homework to encourage parental support.



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Children will take regular summative assessment tests in Reading, SPAG and Maths. These will be used to inform teacher assessments and support formative assessment data. Test data will be analysed by class teachers using question level analysis to identify areas of common strength, areas for development and to track progress.

Use of Fischer Family Trust Aspire (FFT Aspire) for summative assessment and to track progress

As a school we have taken the decision to use FFT Aspire to support the on-going assessment of pupils in each subject, enabling teachers to:

- Record attainment and progress on a regular basis
- Identify who is on, below or above trajectory to succeed
- Support pupils who have fallen below trajectory and stretch others
- Plan future lessons to meet needs more precisely.

Teachers continually review the work of each pupil against the National Curriculum objectives and Teacher Assessment Frameworks (Years 6) in each subject for that year group. They record assessments and observations, which are inputted into FFT Aspire, enabling progress to be tracked and aspirational targets to be set.

End of unit, termly and end of year tests (either through for example, Rising Stars, White Rose Maths, NFER or National Tests for Y2 and Y6) will provide an external benchmark to support teacher assessment. The data from these tests will not be used on its own, but only in conjunction with formative teacher assessment data.

Test results and summative teacher assessments are recorded for Core Subjects every term in FFT aspire.

Term by term, FFT Aspire will track progress of children. This data will be useful for analysis at the end of each term and especially at the end of a year. Summative data will be used to show:

- Relative progress of groups within a learning group or across a phase or whole school to support SLT analysis
- The impact of a particular intervention for a group or year group
- The impact of an investment linked to a school improvement priority
- SLT, Governors or an external moderator the impact of spending, eg for Pupil Premium funding or for pupils with SEND

Implications for Parents and Reporting to Parents

Parents will not be given in year assessment and progress data in terms of levels. We will be assessing without levels. Parent Consultations will take place in October and March, and in June parents will receive a **Report** with the option of a meeting to discuss this report if a parent wishes.

In October and March, focus will be on targets, areas of strength and next steps, using assessment data to inform discussions with parents. A summative end of year Report will give parents an overview of their child's progress against year group expectations and information about the children's readiness for the next year. This will be given as:



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- Your child has met the expected standard for his/her year
- Your child is working towards the expected standard for his/her year
- Your child is working in greater depth within the expected standard for his/her year
- Summary of achievements and areas for development for your child this year
- Summary of behaviour and attitude towards learning for your child
- Attendance data for your child
- National test results for your child (Year 1 Phonics, Year 4 Multiplication Check and Year 6 SATs tests)

In EYFS, this information will include whether a child has met the **Good Level of Development**, and so is ready for Year 1.

In Year 1, pupils will take a **Phonics Check** to see if they have met the standard for phonics. Parents will be informed whether their child has or has not met the phonics standard at the end of Year 1. Those that have not met this standard will continue to receive phonics support and retake the test at the end of Year 2.

Standardised tests continue to be produced for the end of Key Stage 1, but these are no longer statutory. These will be used to inform teacher assessment in year 2. Data will be tracked internally but is no longer reported externally.

In Year 4, pupils will take the **Multiplication Tables Check (MTC)** to determine whether they can recall their times table fluently, which is essential for future success in mathematics. This will enable pupils who have not yet mastered their times tables to be identified, so additional support can be provided.

In Year 6, children will sit **national standardised tests for the end of Key Stage 2**. These tests will inform teacher assessment and provide a benchmark for the school and for parents.

Year 6
Reading test
Writing teacher assessment
Grammar, punctuation and spelling test
Maths arithmetic
Maths reasoning tests

Implications for Senior Leaders

At Dunnington CE Primary School, we will ensure we always judge quality of teaching across the school using a **full range of indicators**. These include:

- Direct lesson observations and observations through HT drop ins and learning walks
- Formative and summative assessments
- Scrutiny of work in books
- Discussions with pupils and parents, feedback through questionnaires
- Use of Teacher Standards through Performance Management and progress against targets linked to Performance Management



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Pupil Progress Meetings will take place each term to ensure teachers are held accountable for the attainment and progress of their pupils, and to have discussions about how this will be achieved and what support may be needed. These meetings will be positive, supportive and result in continuing good progress for pupils and practice for teachers. The SLT will be involved in a full range of monitoring activities to ensure this happens.

Phase Leaders will regularly monitor the use of assessment through Phase Meetings. Each Phase Leader will produce a summary report on the data in EYFS, KS1, lower KS2 and upper KS2.

The school Monitoring and Evaluation Schedule will set out the range of activities and dates for these activities each year, including pupil progress meetings, performance management meetings, observations and book trawls, summative assessment tests, consultation with pupils and parents and dates for statutory tests.

SLT will meet regularly to review attainment and progress each term. Phase Leaders will be responsible for assessment in their respective phases and will report to the Headteacher.

FFT data, Governors Dashboard data and LA analysis reports will be used by the SLT, along with school end of year data, to review progress and attainment. There will be particular focus on the relative progress of:

- Boys and girls
- PP and non-PP pupils
- SEND and non-SEND pupils
- Groups of prior attainment, low, middle and higher
- EAL and non EAL pupils

The Headteacher will report to governors in September with a summary overview of attainment and progress data. There will be a focus on the impact of teaching and learning on narrowing any gaps in progress and attainment data.

The implications for the Headteacher

The Headteacher is responsible for:

- Implementing the assessment and reporting arrangements at the school
- Ensuring a workable and coherent model is in place
- Ensuring all teachers are kept updated regarding assessment practice and legislation
- Ensuring all staff are held to account for the progress and attainment of their pupils
- Ensuring staff receive the training and support they need, **including opportunities for standardisation and moderation with other schools**
- Reporting to governors and parents on assessment through the school
- Reporting to the LA and to Ofsted as required
- Making sure this policy is kept under review on an annual basis



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Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Monitoring and evaluating the policy

This policy will be reviewed *initially* every year by the Head teacher, Governing Body School Improvement Committee and Senior Leadership Team to ensure policy reflects current legislation and practice.