

Great Sankey

Primary School



Whole School

Assessment System & Policy

'Progress to Success'

Version	Date	Action
1	July 2018	New Policy adopted by Full Governing Body
2	April 2019	Policy reviewed and ratified by Gobs
3	July 2020 & September 2021	Review of policy
4	September 2022	Review of policy and ratified by Gobs
5	September 2023	Review of policy
6	September 2024	Review of policy



'Together We Learn and Grow'



The purpose of this policy is to:

- make clear our vision of the role of assessment as part of teaching and learning in GSP
- 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
- support parents in beginning to understand how well their child is doing compared to age related expectations
- support staff in maintaining and raising the standards of achievement, and attainment, for all our pupils over time
- help the learner make progress and reach their potential. This will be achieved by considering the following:
 - gathering assessment information from looking at what pupils already know, understand and can do to inform planning
 - information given by the child's parents/previous providers as appropriate
 - planning and using appropriate teaching and learning strategies
 - identifying pupils who are falling behind in their learning and may need additional support to 'catch up' with their peers
 - enabling all pupils to make good progress and achieve well compared to age-appropriate expectations
 - enabling pupils to understand how to improve as a result of useful feedback, written or oral, from teachers

What is the purpose of assessment?

The true purpose of assessment is to improve the quality of teaching and learning in response to the information assessment provides. It must ensure that appropriate challenge is in place for all pupils regardless of their starting points and should be done continuously through effective questioning and feedback and help teachers to establish the next steps for teaching and learning. Leaders use assessment information to articulate standards in their subject; support staff and determine future CPD. It gives teachers and leaders a picture of the level of pupils' knowledge, skills and understanding and what is needed to further deepen this.

At GSP, we assess and evidence our subjects in a variety of ways: different subjects require different specific forms of assessment. We make maximum use of formative assessment such as effective questioning, low stakes quizzing which is owned exclusively by the teacher and the child focusing on specific defined areas of knowledge and skills. We are judicious in the use of summative assessment to support lean tracking. We recognise that summative data in subjects such as English and Maths need a more centralised tracking approach. Whilst it is subjective, judgements are quality assured through robust moderation including finding the very best examples of work our pupils can produce.

Teachers are actively encouraged to use responsive teaching as we recognise that live feedback has greatest impact on a child's progress. Through this, pupils understand where they are at that point in their learning and the feedback should provide them with their next steps. This coupled with meaningful and manageable written feedback; peer and self-assessment; and questioning for excellence demonstrates that we use a range of influencing factors to gauge how a child is performing at that point in the learning process. For feedback to be truly effective, it must challenge pupils' thinking, not allow them to become too dependent and move the learning forward. Primarily, there needs to be good relationships between pupil and teacher so that teachers know their pupils well enough to judge how best to give meaningful feedback which they will respond effectively to.

The end result will be a meaningful blend of formative and summative assessment depending on what is being studied, where the pupil is in their learning and what their specific needs are. We are clear of the purpose of assessment and therefore the actions we take are a consequence of this in whatever form.

Embedded in our pedagogy are opportunities for regular retrieval practice, the use of knowledge organisers, carefully chosen vocabulary as well as a well-structured curriculum. This enables us to gauge how well pupils are performing in relation to what they know about a specific topic within subjects and how well they understand and can apply this knowledge. We have deliberately moved away from a number / grading system for all subjects other than maths and English so that teachers and subject leaders can truly understand the breadth of coverage and the depth of pupil understanding in the subject. Curriculum end points also support staff in being able to assess pupils in the foundation subjects against expectations for their age / phase.

Assessment at Great Sankey Primary will:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do independently appropriate to their age
- involve success criteria that is shared and that work is measured against this success criteria
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils when reviewing and reflecting upon assessment information
- provide different types of feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively by using assessment outcomes to develop next steps
- provide SLT with information to set realistic and challenging targets at whole school, class and individual pupil level
- enable parents to be involved in their child's progress
- ensure that our practices in this area are fully inclusive

Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out a range of summative and formative assessments with individual pupils, sample groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an on-going assessment dialogue with pupils about their learning progress.

The outcomes of summative assessments are reported to the SLT. These outcomes will be shared with parents at Parent Consultation Meetings and in each pupil's annual report.

Assessment Leader is responsible for ensuring that:

- each class teacher uses the Programme of Study (PoS), ELGs and the Milestone documents for Science, RE, History and Geography as their basis for planning the objectives against which the performance of individuals and vulnerable groups will be assessed as the school's on-going assessment.
- summative assessment tasks are carried out in the autumn and summer term in English and Maths using NFER and past SATs papers (Y2 & 6) and the resulting data is collated centrally and analysed
- key actions to address underachievement of individuals and groups are prioritised
- all staff are familiar with current assessment policy and assessment practice and with the mastery approach
- pupils who are vulnerable to underachievement in relation to age related expectations and prior attainment are identified and actions are put in place
- key aspects of pupil progress, attainment, including current standards and trends over previous years are reported to Governors.

The Assessment Leader (Headteacher) and Deputy Headteacher are responsible for:

- ensuring class teachers are aware of their accountability for the progress of the cohort, specific groups and individual pupils. They will do this by taking into consideration the end of year expectations as set out in the National Curriculum and in the EYFS framework.
- holding termly Pupil Performance Meetings to share data in English and Maths and discuss pupil progress across the curriculum, challenge and put key actions in place for underperforming pupils.

Subject Coordinators and Senior Leaders are responsible for:

- ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- ensuring that a range of assessments of individual pupils are being carried out, recorded and shared with parents and SLT, where appropriate
- monitoring standards in their subject according to expectations set out in the National Curriculum and EYFS framework.
- Monitoring the depth of coverage in their subject as well the breadth of pupil understanding across the year
- Ensuring there are opportunities for pupils to work at an advancing (A) and deeper (D) level of understanding within their subject (BAD approach)

The principles of in school assessment

Senior leaders and the Assessment Leader will take overall responsibility for ensuring that the assessment policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. In our school, assessment is at three levels:

On-going (formative) – the day-to-day process of reviewing lesson objectives to see which pupils have achieved them and then planning next steps using the PoS from the National Curriculum and the ELGs in the EYFS framework. This can be done through effective questioning as well as through low stakes quizzing, observations made during the lesson and when marking work.

Periodic (summative) – periodically reviewing day to day assessments and standardising them against this guidance to ensure a consistent understanding of how to make judgements within school and between schools. These include end of term (autumn and summer) standardised tests (NFER) for English and Maths and the use of WRM assessments, GL Reading assessments to provide reading ages from which progress can be measured for pupils requiring intervention. This system should mirror transitional arrangements at the end of the key stages. Periodic summative assessment will also include an assessment of a pupil against the 2-year Milestone BAD criteria for a range of foundation subjects.

Transitional (summative) – where children are assessed against the national standards at the end of key stages.

Whole school assessment system

To ensure that TA judgements are robust, in year moderation is organised in conjunction with primary schools in TCAT and with other Warrington primary schools.

Teachers, with the support of the Assessment Lead and SLT will set aspirational end of year targets for pupils using prior data and FFT (Fischer Family Trust) to inform.

Progress towards securing end of year targets is discussed at mid-year progress review meetings.

To ensure robust comparison of outcomes over time, the school will carry out standardised testing of pupils in KS1 and 2 in reading, writing and maths and EGPS (KS2 only) using NFER in the autumn and summer term. This will be used to further quality assure teacher assessment. These tests will ensure consistency and validity of outcomes across the age groups.

All summative data in English and Maths will be collected and analysed to identify the priorities for provision for the children. This analysis will be shared with class teachers at Pupil Progress Meetings. This will allow these judgements to be linked to children's next steps.

New strategies and innovations will be implemented, as appropriate, in response to the national requirements.

Regular, rigorous standardisation & moderation will take place internally led by the assessment / subject coordinators / SLT as appropriate.

The impact of these standardisation and moderation sessions is to support teachers to improve the accuracy of their summative assessments as well as teacher knowledge and expertise in the new approach. The assessment of foundation subjects will take a range of approaches linked to the National Curriculum and to identified Milestone documents which have been developed by subject coordinators. Children will meet 3 milestones through their time in the primary years: Milestone 1 (Years 1&2), Milestone 2 (Years 3&4), Milestone 3 (Years 5&6).

Milestones define the standards for the key skills, knowledge and vocabulary being taught. These will be assessed over a two-year cycle with the expectation that children move from having a basic (B) understanding to a more advanced (A) and deeper (D) understanding by the end of the two years. This basic (B) level will involve a high degree of repetition so that knowledge enters learners' long-term memory: learning across each milestone at this level must not be rushed.

Pupils will then demonstrate application of this knowledge and vocabulary through more advanced (A) and deeper (D) tasks thus demonstrating true understanding.

This table demonstrates our approach towards developing the learning process from laying the foundations from a basic understanding towards a more developed higher level of deeper learning.

<p>Creating</p> <p><i>categorise, combine, compile, devise, design, generate, modify, write</i></p>	<p>Evaluating</p> <p><i>appraise, conclude, critique, evaluate, support, summarise</i></p>	<p>Analysing</p> <p><i>analyse, break down, compare, contrast, differentiate, deconstruct, infer</i></p>	<p>Deepening</p>
<p>Understanding</p> <p><i>explain, generalise, paraphrase, summarise, translate</i></p>		<p>Applying</p> <p><i>apply, demonstrate, predict, show, solve, use</i></p>	<p>Advancing</p>
<p>Remembering</p> <p><i>define, describe, identify, label, list, outline, recall, reproduce</i></p>			<p>Basic</p>

The lower-order skills require less cognitive processing but provide an important base for learning. Meanwhile, the higher levels require deeper learning and a greater degree of cognitive processing, which can only be achieved once the lower order skills have been mastered.

We appreciate that something cannot be understood without first remembering it; cannot be applied without understanding it; must be analysed before evaluating it; and evaluation needs to have been conducted prior to making an accurate conclusion.

The Quality Assurance of Standards

EYFS - The school will standardise against the EYFS outcomes in the early years to ensure consistency with the new EYFS Framework 2021.

Baseline standardised scores (using NFER) will be used to indicate which broad group children should be placed in. This will allow the school to standardise within and between schools.

EYFS KS1 & KS2 The school will carry out in-year moderation with other Warrington primary schools to quality assure standards in our school.

Reception, Year 1 (phonics screening) Year 2 (Optional SATs), Year 4 (Times Tables Check) and Year 6 (SATs). In these year groups the school is required to follow the guidance outlined by the standards and testing agency through the assessment and reporting arrangements. This guidance is updated each year. The school will ensure that school practice in teacher assessment is in line with the standards and testing agency guidance for **effective practice** in the moderation of teacher assessment. The school will ensure that testing at KS1 and KS2 is in line with the standards and testing agency guidance for **effective administration** of the end of key stage test.

Reporting outcomes to parents and outside agencies

The school will report the outcomes for English and Maths in each year group in three groups

WSB / PKS – those children working significantly below that of their peers (below the child's key stage)

At WTS – those children beginning to work with age related expectations but not yet secure

At ARE – those children working securely at age related expectations

At GDS – those children showing a greater depth of understanding of age-related expectations (Year 6 only for parent reports)

Parents are informed of children's progress across other subjects during termly parent meetings and through the end of year report.

It should be noted that as the school has moved to an **age-appropriate curriculum** it is anticipated that large shifts of children will take place over time rather than in year.

Appendix 1 Assessing and Reporting Schedule and Rationale for 2024-25



Date	Assessment
Wk beg 02.09.2024	Reception Baseline Assessments. To be completed within the first 6-weeks of a child starting school
Wk beg 14.10.2024	Year 6 past papers (2019)
Wk beg 18.11.2024	Summer term targets to be input to Insight and FFT for Year 6
Wk beg 13.01.2025	End of autumn term assessments using NFER (Y2-5) Year 6 past SATs paper 2022 Teacher assessment for Year 1
24.01.2025	End of autumn term data submitted to Insight
Wk beg 27.01.2025 and 03.02.2025	Pupil Progress Meetings
Wk beg 24.03.2025	Year 6 past SATs paper 2023 Year 2 past SATS paper 2024
04.04.2025	Spring teacher assessment data on Insight
Wk beg 07.04.2025	Spring Term data analysis reports issued to teachers to inform summer term planning, targeting and intervention.
Wk beg 28.04.2025	Year 6 past SATs paper 2024
Wk beg 12.05.2025	KS2 SATs
Wk beg 02.06.2025 (2-week window)	Year 4 Times Tables check
Wk beg 09.06.2025	Phonics Screening Check
Wk beg 16.06.2025	Y1, 3, 4, 5 assessments begin using summer term NFER tests Y2 2025 SATs papers
04.07.2025	End of year data to be submitted to Insight
Wk beg 11.07.2025	Statutory end of KS2 data to be submitted to Arbor and FFT End of KS1 data, phonics to be submitted to Arbor
Wk beg 11.07.2025	Summer Term data analysis reports issued to teachers to inform of pupil progress, attainment and for autumn term planning, targeting and intervention.

NB for those schools who wish to provide further SATs practice, there is the option of using the 2017 and 2018 papers.

Principles of in-school Formative Assessment

1. **Assessment will inform about pupils' knowledge and understanding of the topic, concept or skill** - *whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.*
2. **Assessment should be shared with pupils in a way that helps them to understand what they need to do to improve** - *whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.*
3. **Assessment should have a purpose that pupils can apply it to their own learning** - *building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.*
4. **Assessment approaches should be inclusive of all abilities** - *finding alternative ways to enable pupils to demonstrate their understanding through practical application that* **Assessment should inform planning for future lessons** - *How could I improve, adapt or target my teaching, identifying which pupils to target for additional support or which areas of the topic to recap.*
5. **Assessment should identify gaps in knowledge and understanding where learning is secure** - *assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or providing opportunities for exploring a concept in greater depth before moving on to new work*
6. **The recording of assessments must have a purpose** – *it should not be assumed that everything needs to be recorded. Identify which outcomes are essential to record for the teacher, pupil, parent and keep it simple.*
7. **Assessment can be observed or in discussion with the pupil.**

Principles of in-school Summative Assessment

Summative assessment will take place 3 times a year. It will involve both teacher assessment and standardised testing in the summer term. It will be used to evaluate attainment of the curriculum and identify next steps

- 1. The assessment should be purposeful** – *to inform the teachers planning responsible for these pupils the following year or for senior leaders to evaluate curriculum teaching and learning or for reporting to parents.*
- 2. The assessment should identify children's attainment against expectations** - *how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression or useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*
- 3. The assessment should be useful to support broader progress, attainment and outcomes for the pupils** - *how the information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class or progress against previous assessment data.*
- 4. The assessment outcomes should be communicated to pupils to and contribute to pupils' understanding of how they can make further progress in the future** - *as part of end of year progress meetings, so that attainment marks are supported by the broader context of the child's progress and understanding.*
- 5. Assessment outcomes should be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs** - *how might you communicate to parents that a child who got standardised score of 99 on the test has actually done quite well considering their starting point or how might you communicate to parents the importance of their child with complex needs building on and applying previously learned knowledge and skills?*
- 6. Assessment outcomes should be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes-** *how it can be used to provide evidence for Ofsted of how pupil progress informs teaching? How does it inform provision mapping and hence school improvement*

Appendix 3 Defining Independence

What do we mean by independent work?

Independence shows itself in different ways: it does not simply mean that a child works alone and unaided, as would be the case in a test. It can be most clearly evidenced when a child applies the learning in other contexts.

In everyday terms, it is more realistic to think of children's learning on a continuum between supported, scaffold and independent achievement. There are definite stages in this process, when the degree of support or scaffolding is reduced. The new standards recognise that in general, it is the degree to which a learner can achieve something 'independently' that forms the basis for how secure a judgement is in a mastery curriculum.

When planning, teaching and reviewing evidence of learning, it is helpful to consider to what extent the work allows for or demonstrates independence. Identifying independence might include thinking about:

Points to consider	Example
How closely a teacher works with a child to achieve the task or outcome	Child works in a focus group with teacher or learning assistant
The way that the task or activity is structured	This may include the use of mathematics apparatus, prompts for writing
How children are grouped for the work	Mixed ability so more able support less able
A child's familiarity with the tasks or structure of the task to be undertaken	Work on it all week and then assessed
The degree of support given by the mode of response	If resources such as writing frames or worksheets are used.

All of these approaches to scaffolding will impact on the independence of the work and how secure judgements are a true reflection of the new national standard.

The amount of support or scaffolding that a child receives will impact on the security of judgements made; hence by referring to a wide range of sources from across other subjects you will have a truer picture of the child's attainment, some distance from their direct teaching. The challenge is to ensure that these opportunities are identified across subjects and are an integral part of the school's curriculum.