

Assessment Policy

Date: December 2023

Review: December 2025

At Etruscan School, we are committed to creating a quality teaching and learning environment with

high achievement as our aim. We recognise that not all worthwhile things can be formally measured and therefore we celebrate all achievement.

**AIMS OF ASSESSMENT AT ETRUSCAN PRIMARY SCHOOL:**

• To provide information to identify and support the next steps in learning and inform planning for

improvement or progression.

• To track individual progress.

• To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.

• To analyse the performance of groups and cohorts of pupils to identify priorities for school development.

**Assessment consists of two main areas:**

**ASSESSMENT FOR LEARNING**

This is an integral part of the teaching and learning process at Etruscan Primary School. It includes:

• Formative assessment - the information gained ‘forms’ or affects the next learning experience.

• Diagnostic assessment - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.

• Evaluative assessment - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

**ASSESSMENT OF LEARNING**

• **Summative** - systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.

This includes all formal tests and examinations and enables teachers and senior managers to identify the needs of pupils, set realistic targets and identify trends.

**OUR PRINCIPLES FOR THE USE OF ASSESSMENT**

In order for any type of assessment to have an impact on learning, we feel it must be:

• Positive

• Manageable

• Useful and used

• Consistent

Assessment must also engage the pupils in their own learning process and self-assessment is an essential part of this.

Therefore, we aim to:

• Gain as full a picture as possible of the standards children are attaining and the progress they are making.

• Allow children to have the best opportunities to show what they know, understand and can do, in a familiar, supportive environment.

• Assess through observing and talking to children; presenting children with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to overcome weaknesses in their work.

• Ensure that planning is led by learning objectives and adapted for learning.

• Use assessment information to inform future planning.

• Plan assessment opportunities carefully across the curriculum and throughout the year.

• Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation.

• Ensure pupils receive regular feedback to support their learning – this can take place via self-evaluation, verbal and written feedback within a lesson or during a planned feedback session.

• Gain evidence of learning from the process as well as the outcome.

• Inform parents and carers of their child’s progress at key points in the year and more frequently, if appropriate.

**STRATEGIES FOR ASSESSMENT**

In order for assessment to play a more constructive role in the learning process and to genuinely promote lifelong learning, pupils need to be actively involved.

This will include:

• Sharing learning objectives

• Sharing success criteria or ‘steps to success’

• Self-marking

• Questioning

• Time provided for editing/improving work

• Peer assessment (eg: talk or response partners)

• 1:1 discussions with pupils

• Sharing individual or group learning targets/goals

**Summative Assessments:**

* NTS Reading Maths tests are completed at the end of each term in a dedicated assessment week from Year 1 Spring term through to Year 5 Summer term. Year 6 complete the last 2 years of SATs papers going back in chronological order starting with the most recent at the end of Autumn term.

The following data is inputted into Insight;

* + Reading Age
  + Maths Age
  + Reading Standardised Score
  + Maths Standardised Score
  + Teacher assessment judgements for reading, writing and maths using the codes WTS, EXS and GDS. Where a child is working below the year group expectations the code is BLW YX and the year that they are working on.
* If a child is ready between assessments, benchmarking is used as an assessment of the child’s reading age.
* Pupil Progress meetings are held termly.
* Reception Baseline is completed within the first 6 weeks of the academic year.
* RWI phonics testing is completed on a half termly basis and this is used to inform new groupings.
* KS2 SATs are completed in May.
* Year 4 Multiplication Times Table Check is completed in June
* Year 1 Phonics Screening is completed in June
* Year 2 retakes are completed in November
* Early Learning Goal (ELG) is assessed in July.

**Formative Assessment**

* Formative Assessment is an integral, continuous and daily part of the teaching and learning process at Etruscan. It informs all future planning and motivates and encourages the children as they take their next steps in learning. Much of it is done informally as part of each teacher’s and each child’s day-to-day work.
* Ongoing assessment against National Curriculum objectives throughout each lesson through questioning, observation and dialogue.
* Setting clear learning objectives – children knowing what they are being asked to learn and why.
* Providing progress checks using success criteria shared with the children.
* Feedback with clearly defined next steps (can be written or verbal).
* Providing assessment tasks to assess the way children apply their skills and knowledge. (Can children demonstrate they have truly mastered their learning? Eg: by solving non-routine problems, explaining concepts, appraising, hypothesising, investigating, citing, designing, creating, proving.)
* Regular work scrutiny and moderation.

**Target setting**

* Targets are shared with the parents on a half termly basis for reading, writing and maths. See Appendix 1.

**Early Years**

* In Nursery, individual targets are set using Julian Grenier’s Development Matters document.
* In Reception writing targets are on pencils. Each time a child completes a piece of writing which achieves either target they place a sticker (a small star one) on the target. After three stickers, the target has been achieved and is changed.

**Year 1 – 6**

* Inside each of the books are an agreed set of statements for each year group. An \* is placed by the current targets and dated each time it has been met. Once the target is complete and highlighted. Orange in autumn, green in spring and yellow in summer. The child will highlight it so that they have ownership over their targets.
* Reading targets are in the reading folders as well as their comprehension books.

**LO and SC**

* The LO and SC is placed on a label which is stuck into the child’s book. In Reception and Year 1 this should be using the pictoral SC to support children’s understanding. See Appendix 2.
* The work is assessed against the SC.

**Progress**

Progress at the end of each curriculum year: Years 1-6

Pupil attainment is measured against Age Related Expectations and progress measured against their individual starting points.

The National Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year and assessment measures are based on these following descriptions: working at ‘greater depth’ within the expected standard (GDS); working at the expected standard (EXS); working towards the expected standard (WTS); working below the expected standard (BLW at YX)

It is against these measures and according to Age Related Expectations, we measure progress and based on overall teacher assessment, decide upon the key outcome at the end of each curriculum year. For example:

|  |  |  |  |
| --- | --- | --- | --- |
| Working below National Curriculum standard (BLW at YX) | Working towards (the expected standard) (WTS) | Working at  (the expected  standard)  (EXS) | Working at a greater depth (within the expected standard) (GDS) |
| For pupils with  Special Education  Needs who cannot  access the National  Curriculum we use their EHC targets, SEND testing and prior year groups statements. | A child who can has achieved some of the objectives set out in the curriculum for their year group. | A child who has achieved most of the learning objectives set out in the curriculum for their year group. | A child who has achieved all or almost all of the learning objectives set out in the curriculum for their year group and demonstrated that they have achieved a deep and secure learning of the objectives through varied application. |

**SHARING ASSESSMENT INFORMATION**

**Reporting to Parents**

Annual reports to parents will identify gains in skills, knowledge and understanding, together with an outline for the next steps in learning.

Parents evening happen twice a year with an additional opportunity to discuss their child’s report at the end of the year.

**Reporting to Governors**

The Headteacher will report to the governing body on standards and school improvement – including analysis of attainment and progress data - on a termly basis. Link governors with responsibilities for Assessment, Pupil Premium, SEND, Literacy and Maths will also meet with lead teachers to monitor standards in these areas.

**Data Collection**

The school uses Insight as its data management system. Input of data takes place 3 times per year during autumn, spring and summer terms. Teacher assessment forms the basis of feedback at the formal parent consultations in the spring term and is reported to parents as part of the end of year formal written reports (July). Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (including senior and middle leaders) and children to ensure that our assessment aims continue.

Meaningful and useful information about the pupils’ achievement and progress transfers with the pupils as they move from class to class and from one Phase or Key Stage to another.

Performance is analysed in terms of cohorts or groups of pupils, as well as analysis of the achievement and attainment of individuals.

**Early Years Assessment**

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning

Goals (ELGs). The 17 different goals.

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children.

**Baseline Assessment**

Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school.

The assessment is not intended to provide diagnostic information about pupils’ areas for development.

The assessment takes the form of a twenty minute 1:1 session with the teacher.

Staff also enter baseline assessment data into data management system to track pupil progress.

**EYFS Profile**

At the end of the Foundation year, children will be judged against each of the 17 Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected.

They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard).

The key foundation stage performance indicator is “A Good Level of Development”. In order to achieve “A Good Level of Development”, children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics.

When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child’s development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

• Inform parents about their child’s next steps and the characteristics of their learning.

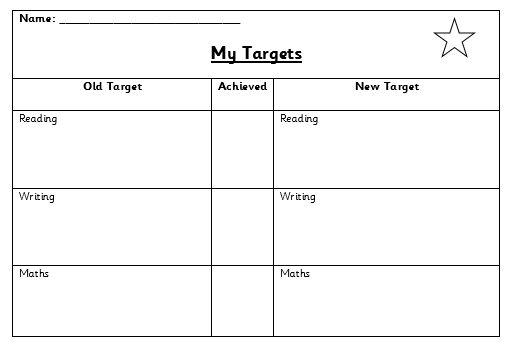
• Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

**MONITORING AND EVALUATION**

The headteacher will ensure this policy is implemented consistently throughout the school.

This policy will be evaluated and reviewed bi-annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.

**Appendix 1**



**Appendix 2**

