



Neville's Cross Primary School & Nursery

Assessment Policy

Date of policy: October 2022

Review date: October 2024

Neville's Cross is an inclusive family where all are nurtured to become creative, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.

Introduction

Every child has the right to an education which develops their personality, talents and ability to the full. At Neville's Cross Primary and Nursery School, we believe that effective assessment underpins high quality teaching and learning. We give children regular feedback on their learning so that they understand what it is that they have achieved and what they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil and ensure each child reaches their full potential through planning purposeful learning activities which directly relate to the needs of the child. At Neville's Cross, we highly value the relationship between school and home, recognising the important role parents play in their child's education. As such, we give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Since the removal of the National Curriculum Level descriptors and the implementation of the New National Curriculum in September 2014, schools have had autonomy to develop assessment systems which sit more comfortably within the school's ethos and meet the needs of the children within the school context.

Aims

The aims and objectives of assessment at Neville's Cross Primary School are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment centres upon the measurement of performance at a given point in time and is a vital way of gaining information to promote future learning. At Neville's Cross, our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- **Assessment for learning** which helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgements based on grades and ranks and with public accountability.

Statutory Assessment

The government continues to measure and compare the outcomes of children nationally; in their reception year, year one, year two, year four and year six. The following statutory, formal assessment takes place at Neville's Cross Primary and Nursery School:

The Reception Baseline Assessment is an assessment of early mathematics and literacy, communication and language. It is administered within the first six weeks of a pupil starting Reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The assessment must be administered on a one-to-one basis by a practitioner who is known to the pupil, not necessarily a classroom teacher; it could also be administered by a suitably qualified Reception TA, the Early Years lead or the school SENCO. The Reception Baseline Assessment will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

At the end of their Reception year children are assessed against the Early Years Foundation Stage Profile (EYFSP). The aim is that children will achieve age related expectations or the 'Early Learning Goals' (ELGs). The statutory framework changed from September 2021 for the academic year 2021-2022. The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. To achieve the ELGs, children need to be working at the 'expected' standard across the prime areas of learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) as well as within the specific areas of Literacy and Mathematics. From September 2021, there has been a removal of the exceeding judgement. Pupils are either judged to be working at the 'expected' standard or towards it. At Neville's Cross, we believe in the importance of tracking more able pupils' progress. As such, our internal tracking data and assessment information, will still aim to capture children's strengths for those exceeding the 'expected' standard.

In Y1, the children are required to sit a phonics check. As part of this phonics screening check, they read 40 words in total, comprising of 20 real words and 20 pseudo words. In order to pass the check, pupils are required to read a certain number of words. The threshold is released by the government after the Phonics screening check week has taken place in June, though this has usually been 32 marks out of 40. The outcome of this assessment is reported to parents and to the Local Authority. Any Year 1 child who does not pass the check, is required to re-sit the check in the summer term of Year 2.

In Y2, children are assessed against the KS1 Teacher Assessment Frameworks for Reading, Writing, Maths and Science. In Reading, Writing and Maths, their attainment will be described as 'working towards the expected standard', 'working at the expected standard' and 'working at greater depth within the expected standard'. For Science, children will be assessed 'at the expected standard' or 'has not met the expected standard'. Assessment consists of teacher assessment, where the class teacher will make judgements based on their knowledge of individual children against the criteria within the teacher assessment frameworks (TAF), as well as the children's outcomes from standardised attainment tests or SATs. SATs will take place in May in the summer term and must be attempted by all Year 2 children. For those children who are working well below the level of KS1 assessments, for example those children with SEND, they are assessed using the Teacher Assessment framework entitled, *Pre-key stage 1: pupils working below the national curriculum standard*. This comprises a set of descriptors for 4 different standards in each of the assessment strands, which children must demonstrate a secure fit to achieve the standard. Key Stage 1

statutory assessments are subject to moderation by the Local Authority on a cycle and may also be subject to randomised STA moderation.

It is anticipated that KS1 SATs will be made non-statutory in 2023 after the introduction of the Reception Baseline assessment in September 2021, though the disruption brought by the COVID-19 pandemic may have an impact on this.

In Year 4 all children sit the Multiplication Tables Check. The purpose of this check is to determine whether Year 4 pupils can fluently recall their multiplication tables. As part of this check, which takes place via an online programme, pupils are required to recall times table facts for all the times tables up to x12 at random. Pupils need to be both accurate and rapid with their recall, being expected to recall the facts within 6 seconds. Schools will be able to access a practice area before the check opens to familiarise children with the format of the check.

In Year 6 children are assessed against the Teacher Assessment Frameworks for Writing and Science. For Writing, children's attainment will be described as 'working towards the expected standard', 'working at the expected standard' and 'working at greater depth within the expected standard'. For Science, children will be assessed 'at the expected standard' or 'has not met the expected standard'. Children are also required to sit statutory assessment tests (SATs) in May in Reading, Grammar, Punctuation and Spelling and Maths. These tests are externally marked and returned in June along with the thresholds for standardised scores to determine whether a child has attained the expected standard or a higher score. Pupils who have not yet completed the English reading, writing and mathematics programmes of study should be assessed using the pre-key stage standards.

Outcomes from statutory assessment are used by the Government to compare the attainment of our children against children in all schools nationally:

- Reception Baseline Assessment within the first six weeks of children starting school in Reception
 - used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.
- end of EYFS
 - (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1
 - (% of pupils achieving the required mark in the screening check)
- End of KS1
 - (% of pupils achieving the expected standard and above in reading, writing, maths and in science)
- End of KS2
 - (% of pupils achieving a scaled score of 100 or the expected standard in reading, GPS and maths and the % of pupils working at or above the expected standard in writing and at the expected standard in science)
 - (% of pupils making good progress in reading, writing and maths)

**It is important to note that in summer 2020 (for the academic year 2019-2020) and in summer 2021 (for the academic year 2020-2021) there were no statutory assessments undertaken by children in any of the mentioned year groups. This is due to the global COVID-19 pandemic. Consequently, these cohorts will not have complete assessment records or statutory baselines from which to measure future progress. Furthermore, the disruption that pupils have experienced for significant periods of time over the course of two school years cannot be underestimated and may well affect their attainment and progress for a considerable time to come.*

Whilst we continue to meet our statutory assessment requirements, we are also committed to our robust assessment practices in school.

Robust assessment practice at Neville's Cross will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- 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
- build on secure teacher knowledge
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and 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 managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses 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 national standards.

What does effective assessment practice look like?

Early Years Foundation Stage - Nursery and Reception Class

In Nursery, the children are assessed within the first few weeks on entry to nursery. We use our own school assessment systems based on Development Matters whether the child is working at an age appropriate stage and whether they are working towards, expected, significantly below or working above within this stage. In Nursery, the children are assessed across all prime and specific areas of learning.

All Early Years staff regularly observe and update the children's progress, using this information to plan suitably challenging and stimulating activities to engage our youngest learners. This on-going assessment is crucial for informing staff of children's interests, abilities and skills and when

or how to intervene to help the children progress further. Some of the child's successes are recorded using the online platform 'Tapestry'. At the end of the child's nursery journey we can record the child's level of attainment compared to their starting point and judge how much progress they have made.

In Reception, in Lambton and Lumley classes, the children are still assessed within the EYFS curriculum as their journey through Early Years continues. The statutory Reception Baseline Assessment carried out within the first six weeks of pupils starting Reception, inform the teacher of the child's starting points. Additional informal assessments and baseline activities are also carried out to baseline wider areas than Communication, Language and Literacy and Mathematics to incorporate the other prime areas of learning. Again, staff regularly observe and update the children's progress, using this information to plan suitably challenging and stimulating activities and identify where further intervention is required to help the children progress further and narrow the gaps between groups of learners. At the end of the child's Early Years journey we complete their Early Years Foundation Stage Profile using all of the observations made, work produced for books and any additional work or information contained in the child's learning journal (Tapestry) including parental contributions and comments. Again, we record the child's level of attainment compared to their starting point and judge how much progress they have made.

Key Stage 1 and 2

Children in Key Stage 1 and 2 follow the National Curriculum 2014. They are regularly assessed on the skills and knowledge they acquire through good quality teaching and learning. Staff use this on-going assessment information to plan suitable activities to ensure children make further progress and consolidate their skills and understanding. We use the 'Durham Stranded Sheets – Assessing without Levels' taken from the National Curriculum to link our planning and assessment in Reading, Writing and Maths.

At Neville's Cross Primary and Nursery School, we provide a very tailored curriculum to groups and individuals to ensure the children are provided with suitably challenging tasks appropriate to their stage of learning. Each child's English and Maths book contains a 'learning journey' at the start of a given unit of work. This identifies the key skills the child will learn over the course of a unit and what they will achieve. The teacher uses on-going formative assessment to judge if the children's skills are secure or not and they can then plan accordingly to ensure learning is secure or move the children on to their next steps.

At the end of each term, each class teacher will complete in-school summative assessments for each child. This incorporates the teacher's judgement about the child's current working stage of the National Curriculum against the Durham Stranded Sheets – 'Assessing without Levels.' In addition, pupils will complete short tests in Reading, Maths and GPS to confirm teacher assessment judgements. We currently use NFER standardised tests from Y1 upwards in school (from Year 1 Spring/Summer term). Children's progress is carefully tracked through our cohort trackers; any children who are underperforming are discussed through Pupil Progress Meetings and a suitable programme of intervention is put in place as seen through Provision Map planning in each phase.

It is expected that the majority of children will be working within their current year group curriculum so a child in Y2, for example, will be following the Y2 learning objectives. We know for some children this may not be the case as the child may have some particular need (SEND) or other barrier which slows their progress. Children with disabilities have a right to live a full and decent life and the progress of children on our SEND register will be closely monitored to ensure this is so. Furthermore, the ongoing disruption linked to the COVID-19 pandemic, continues to

provide challenges to pupils' progress and attainment, meaning that teachers must be increasingly aware of gaps in learning from prior stages and year groups.

Each year group's curriculum has been broken down into the following developmental stages:

Working securely across the curriculum	Summer
Secure 2	Summer
Secure 1	
Developing 2	Spring
Developing 1	
Emerging 2	Autumn
Emerging 1	

Age-related expectations

Children's attainment will be assessed in relation to whether they are meeting age related expectations (ARE). If the current working stage and the term of assessment match, then the child is meeting ARE. It is anticipated that the majority of children will complete the year secure within their year group's curriculum.

At Neville's Cross Primary School and Nursery, we recognise that progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty. Sometimes progress is simply about consolidation of knowledge and skills. At Neville's Cross we are committed to ensuring children are competent at each stage of their curriculum and gaps which will hinder future learning do not develop or when they do occur, are addressed quickly.

Measuring progress

We expect that most children will make good progress moving 6 developmental steps during the year from their given starting point. For example, a child with a given starting point in the 'Emerging' stage should complete the year at the 'Secure' stage. Some children will make accelerated progress through the stages and some may be assessed as 'working securely across the curriculum' demonstrating their knowledge and skills across the curriculum in a competent way. For some children, possibly at different times during their school career, progress will be slower as they need longer to consolidate new knowledge and skills. Where appropriate, suitable support and intervention will be put in place to help accelerate children's progress. These pupils will be identified during pupil progress meetings and on the phase's Provision Map.

Monitoring and Evaluation

The senior leadership team will ensure the policy is implemented consistently throughout the school using strategies such as:

- Discussion with teachers, children and parents/carers
- Sampling teachers' planning where necessary/appropriate (e.g. ECT/ITE Trainee teacher)
- Lesson observations
- Book looks
- Tracking children's progress using teacher assessment and NFER tests and analysis of tracking grids

Special Educational Needs

The SENCO will liaise with all concerned to ensure assessment information on individual children with special educational needs is used to support teaching and learning. Children on the SEND register, have their own individual tracker. This tracks progress over time, as we believe children with SEND make progress at different rates. It also allows us to analyse what is good progress for each child. This tracker runs alongside support plans, which tracks progress against interventions based on a child's main area of need.

Children with SEND will be given allowances during testing. This will be based on their individual needs. This may consist of a scribe, extra time or a reader. Evidence for this must be collected through trackers, SEND support plans and Provision maps.

Equal Opportunities

The assessment policy and guidelines encourage the practice of inclusion for all.

Guidelines

At Neville's Cross Primary and Nursery School we recognise the importance of assessment and the crucial role it plays in developing children's learning. We believe that assessment is integral to the planning for teaching and learning and should underpin all that we do.

There are three main forms of assessment:

- in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;
- in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period;
- nationally standardised summative assessment, which is used by the Government to hold schools to account.

In-school formative assessment

This is used on a daily basis and could be:

- Question and answer during class
- Pupil discussion and talk partner work
- Marking of pupils' work
- Observational assessment

- Regular informal assessments of pupils with a teacher/teaching assistant, e.g. GPC recognition, common exception words recognition
- Regular short re-cap quizzes
- Analysis of interactive programmes used in school, in relation to pupils' performance, e.g. Spelling Shed, Times Table Rockstars and Bug Club comprehension quizzes
- Scanning work for pupil attainment and development
- In-the moment marking and verbal feedback to pupils to shape the progress of a lesson
- Annotation of our 'Learning Journeys' and use of these to inform future planning
- Annotation of intervention records, Provision Maps and SEND support plans

In-school summative assessment

- Short end of topic or unit tests, for example, end of block assessments from White Rose, NFER tests and on-line tracking system to inform assessment for learning and next steps
- Children to be offered the 'test' according to the curriculum being followed
- Reviews for pupils with SEND and disabilities
- End of term/year teacher assessments against the national curriculum performance descriptors (new Durham stranded sheets- Assessing without levels)

Nationally standardised summative assessment

- National Reception Baseline – first 6 weeks of school
- National Curriculum tests at the end of Key Stage 2 for Y6 pupils (May)
- Teacher assessment including assessment of writing and Science at KS2 (Y6)
- Y4 Multiplication Tables Check (June)
- National Curriculum teacher assessments at the end of Key Stage 1 (Y2)
- National curriculum tests at KS1 for Y2 pupils (to be complete by the end of May)
- Y1 Phonics Check in the summer term, usually June.
- Early Years Foundation Stage Profile for YR in the summer term

Foundation Subjects

For each unit of work covered in the majority of foundation subjects, children will be provided with a unit overview which identifies the key enquiry question for each lesson. This correlates to our detailed medium term planning which bases teaching and learning around a series of enquiry questions and also forms the basis for our assessments. The medium-term plans outline the key knowledge, skills and vocabulary a child is expected to have acquired following the unit of work. As part of their ongoing formative assessments, teachers annotate the unit overview (Learning Journey) to record whether the child has met the learning objective and demonstrated the key knowledge, skills and understanding.

Foundation subjects are assessed against the programmes of study set out within the National Curriculum. Using short quizzes, questions and answers and their knowledge of how a child performs in class, teachers will indicate which programmes of study have been achieved. They will complete a tracking sheet to indicate which children are working at the expected standard, above or below the expected standard. These tracking sheets are passed to the next teacher to ensure gaps can be identified and learning can be built upon. They also provide a mechanism for subject leaders to effectively monitor performance within their subject area.

Moderation

Teachers share a common understanding of assessment, feedback and target setting. At Neville's Cross Primary and Nursery School, we believe that assessments must be both accurate and standardised across school. As such, we regularly work together to moderate pupils work across the curriculum and to develop staff's knowledge of age-related expectations across all phases in school. A staff meeting is designated each term to the moderation of children's work in both writing and maths. The focus of moderation can vary, but may include benchmarking against assessment criteria, moderating progression in particular aspects/strands of the curriculum. Moderation is carried out in various ways, for example in phases, across phases, whole-school moderation and where appropriate with other schools. The schools also engages in Local Authority moderation at the end of Key Stage 1 and 2. Children's work is also moderated by the senior management team and subject leaders regularly. This includes work collated digitally on the child's SeeSaw page as well as work in school books. Subject leaders monitor their own curriculum areas for curriculum coverage, breadth and progression.

Recording and reporting

Teachers use assessment information from previous teachers to inform future planning.

Annual reports inform parents about children's progress. Each area of the curriculum is reported on and targets for future development are included for English and Maths, in addition to general targets.

In Reception the end of year reporting is through an annual report informing parents about their child's progress in each of the EYFS areas of learning.

Parents' meetings are held in the autumn and spring terms and are offered in July following the publication of annual reports. These meetings are centred around communicating the child's current strengths, where they are in relation to age-related expectations and their targets. In addition, strategies for parental support at home are also shared by the class teacher.

Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve their full potential.

When children move schools, information is sent through the CTF (common transfer file) and via CPOMS.