

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" (John 13:34). Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



Assessment Policy

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Version	Date	Action	Review Date
Version 1	February 2023	Adopted by FGB	Feb 2024
Version 2	February 2024	No changes	Feb 2025

Introduction

This policy aims to outline the purpose, nature and management of assessment at St. Margaret's Anfield CE Primary School (SMA). For all children, the policy demonstrates our school-led system, which enables teachers to take the lead and have more freedom to make decisions about what is effective and what helps children learn.

At SMA, assessment goes hand-in-hand with quality first teaching. It plays an integral part of teachers' planning and enables the evaluation of current practice, as well as pupil achievement.

High quality assessment practice is not merely about achieving particular outcomes it is about preparing pupils to become self-regulating learners and to achieve this by setting high expectations of themselves. This will be achieved by ensuring children embed their learning and apply it across the curriculum.

Aims:

The aim of this policy is to:

- Give a clear outline of the assessment practices and techniques used at SMA, in order to ensure assessment is used as a tool to inform planning, track progress and raise standards.
- Support staff in maintaining and raising the standards of achievement and attainment for all of our pupils over time.

Roles and Responsibilities:

- The overall responsibility for assessment belongs to the Head Teacher. This responsibility may be delegated to the Deputy or Assistant Head Teacher acting as Assessment and Standards Manager.
- Class teachers are responsible for the assessment of the children in their care.
- Curriculum leaders are responsible for monitoring assessment within their subject area.
- Teachers and Teaching Assistants are responsible for carrying out diagnostic, formative and summative assessments with individual pupils, sample groups and whole classes, depending on the context.
- Outcomes will be shared with pupils as part of an on-going dialogue about their learning progress.
- Summative assessment outcomes are reported to SLT and shared with parents in annual reports and during Parents' / Carers' consultation meetings when appropriate.

Entitlement:

It is the entitlement of every child at St. Margaret's Anfield CE Primary School to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Principles of In-School Assessment:

The school will make good use of formative, diagnostic and summative assessment approaches and ensure the correct balance between these approaches. At the core of this policy is the recognition that high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.

Formative assessment is more than marking and feeding back judgements, it ensures that instruction is tailored to pupils' needs and informs next steps. It supports with the decision of whether a child needs to revisit learning, consolidate it or is ready to move on.

Diagnostic assessment is bound into the next steps, and gives more detailed information about a child's individual strengths and weaknesses. These assessments are intended to see if pupils have retained prior learning, so can take place at the beginning of new learning to check that prior learning has been retained. This can also support the decision of whether a child needs to revisit, consolidate or move on in their learning.

Summative assessments at the end of units of work / a period of teaching, are intended to see if pupils can recall their prior learning and are used to review curriculum implementation. They can inform the teacher about what to teach next.

It should be recognised that by the school making effective use of pre-learning assessment tasks periodically, the teacher can ensure that the curriculum a child receives is matched to their next steps in learning. It allows the teacher to review learning to see if the pupil has retained their prior learning and if revisiting (NA – not achieved) or consolidation (PA - partially achieved) is needed before moving on (A - achieved).

By the use of **summative** post learning assessment tasks, the pupil progress can be judged against their pre learning task and the intended learning for the unit of work. Teachers again review learning and if revisiting or consolidation is needed before moving on. This information can be used to identify the impact that the curriculum is having on pupils' learning.

How this looks in SMA:

❖ **Daily/Weekly:**

Assessment is a part of daily school life and its intention is to assist in ensuring that children are receiving a secure and deep understanding of the content of the National Curriculum.

Teachers make constant formative assessment via dialogue and interaction with pupils during lessons, as well as via the work they produce.

Teachers can identify objectives which may have caused general difficulties. This information is used to inform planning and highlights areas of work to be revisited, or children who require additional support. It also helps to inform the assessment of children against Age Related Expectations (ARE) for their year group within that subject.

Daily formative assessments help to inform ongoing judgements and periodic assessments of pupils against the Programme of Study Statutory Requirements for English and Mathematics.

Teachers discuss the objectives covered and standardise to ensure consistency of judgements. Discussion and standardisation features around the categories for assessment:

- **Below the Expected Standard (The Engagement Model)**
- **Pre-Key Stage Standards (end of Y2 and Y6 only)**
- **Working Towards the Expected Standard (Age Related Expectation) (C, B, A)**
- **On Track to meet the Expected Standard (ARE) / Working AT the Expected Standard**
- **Working at Greater Depth within the Expected Standard (ARE)**

Discussions take place in year group meetings so judgements can be standardised across the classes. Furthermore, to ensure our teacher assessment judgements are robust, in-year moderation is organised in conjunction with schools in the Local Authority (LA) Assessment Project, referring to the LA Periodic Assessment guidance, which is also used for in-school standardisation. In addition, we also take part in moderation and standardisation within our network – the North Liverpool Learning Network.

❖ Termly:

Teacher assessment of a child's progress against a subject's key objectives covered in English, Maths and foundation subjects will be gathered by SLT at the end of the Autumn and Spring terms.

Sampling is used as a means of informing and quality assuring teacher assessment at the end of Spring term in English and Maths.

All data will be collected termly and analysed to identify the priorities for provision for our children. This will allow judgements to be linked to the children's next steps.

Children also complete pieces of writing independently and at **some distance from the learning** to ensure teachers can make judgements with regards to what pupils can do by themselves.

Subject Leaders prepare termly summative reports to evaluate their subject each term.

❖ Annually:

Baseline judgements are made at the start of an academic year based on a pupil's prior attainment (GLD for Y1, end of Y1 for Y2 and so on).

At the end of the Summer Term, the SLT will collect a final set of assessment judgements based on a combination of summative and formative assessment. The use of end of year standardised tests across KS1 and 2 (NFER) will provide consistent and valid outcomes across age groups.

Assessments will be made against the statutory requirements for the relevant Programmes of Study for English and Mathematics. At this point, teachers will make a final judgement as to whether a child is:

- **Below the Expected Standard / PKS (end of Y2/6)**
- **Working Towards the Expected Standard**
- **Working At the Expected Standard**
- **Working at a Greater Depth within the Expected Standard**

Regular and rigorous standardisation and moderation will take place internally, led by the assessment / subject leader as appropriate. The impact of these sessions is to support teachers to improve the accuracy of their summative assessments as well as teacher knowledge and expertise.

Nationally Standardised Assessments:

Early Years:

At the beginning of the year, pupils in Reception will take a Baseline, on entry assessment.

In the EYFS, in line with the 2021 reforms, the school has reduced evidence gathering and recording data. Reporting and recording of assessments will only take place against the seven areas of learning and at a few points across the EYFS. SMA adopts the periodic assessment guidance for EYFS to allow us to standardise within and across schools, across Nursery and Reception. Unlike KS1/2, this still remains 'best fit'. At the end of Reception, pupils are assessed against the Early Years Foundation Stage Profile (EYFSP) and whether they have achieved a Good Level of Development (GLD).

Year 1:

Pupils will take part in the Phonics Screening Check in Summer term. These results are reported to the Local Authority and to parents / carers.

National Key Stage One Assessments:

Pupils in Year 2 will be given a Teacher Assessment in Reading, Writing, Mathematics and Science at the end of the year. These pupils will also sit tests during the month of May for English Reading, English

Grammar, Punctuation and Spelling and Maths (arithmetic and reasoning). These are carried out in small groups, in class.

Year 4:

The Multiplication Tables Check is administered to pupils in Year 4 during Summer term. These results are reported to the LA and to parents / carers.

National Key Stage Two Assessments:

At the end of Year 6, pupils will be awarded a **teacher assessment** in Writing and Science.

Pupils will also sit KS2 SATs:

- English grammar, punctuation and spelling (paper 1 and paper 2)
- English reading
- Mathematics Paper 1 - arithmetic
- Mathematics paper 2 - reasoning
- Mathematics paper 3 - reasoning

End of Key Stage 2 national curriculum assessments (SATs) are used to monitor children's progress and to identify strength and weaknesses in curriculum delivery. These results are reported to the DfE and are shared with parents / carers in end of year reports. We also publish school outcomes on our website.

In these year groups, schools are required to follow guidance outlined by the Standards and Testing Agency through the Assessment and Reporting Arrangements. This guidance is updated yearly.

Progress:

We aspire for pupils to be at the Expected Standard by the end of KS1 and 2. Therefore, each year group has a PoS which we make judgements against, relevant to their age related expectations; this indicates whether pupils are working towards that standard or on track for reaching the end of key stage standard.

Pupil targets are set at the start of the year based on their prior attainment and teacher assessment. Pupils are monitored against these targets throughout the year on a termly basis.

Training:

As changes are developed, staff members are informed of this. Information regarding assessment is shared with Governors and parents / carers.

Consistency of Judgements:

The consistency in the judgement of standards across school is crucial in order to ensure the validity and robustness of our assessment system. Teachers share opinions informally within year groups and enter into dialogue regarding the relevant criteria for considering someone to be, for example, '*on track to meet ARE*'. Staff meetings give opportunities for teachers to compare judgements and agree common criteria across school. Beyond our in-school standardisation, we have also joined the Local Authority's Assessment Project which arranges partner school standardisation to ensure TA judgements are robust. This in-year moderation is organised in conjunction with primary schools in the assessment project and refers to the Periodic Assessment Guidance. We also work in conjunction with schools in our network to carry out standardisation.

We have developed a consistent approach to assessment in foundation subjects. Children's progress will be reported against the expectations of the school's curriculum to parents.

To ensure robust comparisons of outcomes over time, SMA adopts standardised testing of benchmark groups for Reading, English Grammar, Punctuation and Spelling, and Maths - this will be used to further quality assure teacher assessment.

The use of year group standardised tests across KS1/2 for Reading, EGPS and Maths will be provided by our baseline provider (NFER) to ensure consistency and validity of outcomes across the age groups. They will be used to identify children at risk of not making sufficient progress.

Curriculum Links:

Assessment is an integral part of all curriculum delivery at SMA. Monitoring individual and class attainment informs planning and enables a systematic approach to raising standards in all subjects. Assessment in the core subjects reaches into foundation subjects ensuring the drive for high standards in Reading, Writing and Mathematics is echoed in all subjects and evident in all class work. We also use assessment as a means of evaluating our curriculum – enabling us to identify what works well for our pupils and what might need adapting.

For Science, teachers assess formatively throughout each PoS and then make a final assessment at the end of a period of teaching. This is recorded at the end of each unit against the statutory requirements. Children are assessed as *Working Towards, On Track, or Above*. In Year 6, a teacher assessment is made which is reported as *'Achieved the Standard'* or *'Has Not met the Standard'* for KS2 science.

Termly assessment in the foundation subjects will be against the school's curriculum and will be reported on a yearly basis using the terms referred to above.

Assessment within Religious Education will be against the Diocese of Blackburn syllabus objectives (adopted by the Diocese of Liverpool) and uses the terms referred to above in relation to the syllabus end of key stage expectations.

Reporting to Parents and Outside Agencies:

Parents receive a written report at the end of each academic year, this comments on the child's academic attainment and progress in the core subjects. Outcomes will be reported to parents and carers using the broad groups detailed earlier. Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. School reports include a comment slip for parents and for children. In addition, parents are offered the opportunity to discuss their child's report with the class teacher. We also offer an open-door policy if parents / carers wish to have informal conversations.

Equal Opportunities:

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children in receipt of School Support, Disadvantaged pupils and children for whom English is an additional language to be supported with access to a curriculum which meets their needs.

Special Educational Needs and Disability:

When assessment indicates a child may have special educational needs, the SENDCo is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy.

Additional supportive information from School Improvement Liverpool (SIL) can be accessed and used by viewing the SIL assessment policy guidance and appendices. Please speak to Assessment Lead for more information.