



Chase Side Primary School

Assessment Policy

**Adopted by the Governors of Chase Side Primary School
on the 6th March 2025**

To be Reviewed March 2027

Our Ethos

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together !

Please Note: This document should be read alongside our Marking and Feedback Policy.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to successfully reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress.

Principles

The principles that underpin assessment at Chase Side Primary are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to support staff to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. When appropriate, Success Criteria are shared, or formulated, at the start of each session and pupils' work is assessed against this criteria.
- Strategies should be used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at Chase Side:

Formative Assessment

This is used by staff to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (eg end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally and when compared to similar schools.

Procedures – Formative Assessment

Day-to-Day Formative Assessments:

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- ❖ Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- ❖ Use of whiteboards, flip charts and **or other gestures** to get instant feedback of understanding.
- ❖ Mini-plenaries to determine understanding at regular intervals.
- ❖ Short re-cap quizzes or recall of facts.
- ❖ In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- ❖ Observational assessment.
- ❖ Scanning work for pupil attainment and progress.
- ❖ Self (or peer) assessment at the end of **lessons / activities** based on individual learning objectives and Success Criteria.
- ❖ 1:1 or group discussions with pupils.
- ❖ Next step marking and feedback (see Marking and Feedback Policy).

Mastery Learning:

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next,

with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end' (**Commission on Assessment without Levels, 2015**).

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Procedures – Summative Assessment

Checkpoint Summative Assessments (Years 1 to 6) – Maths, Reading and Writing

In September (baseline), October, February, May and July we hold an Assessment Week. Staff collate on-going formative assessments to make a judgement about the appropriate summative assessment which may be required to support their judgements on attainment. Staff can use a variety of assessments to support them including: Rising Stars Optional Tests in Reading and Grammar, Punctuation and Spelling (SPAG), reading running records and reading comprehension tests, spelling challenges (although these may also be done more regularly to check children are learning their assigned spellings each week) and maths or science challenges. In line with our new Maths scheme of work, we have also implemented the use of the end of term and end of unit White Rose Maths Assessments. These assessments give a good indication of whether pupils are working below, towards, meeting or exceeding end of year government expectations and should confirm the information staff have been collating through formative assessment strategies each day/week.

Teachers input the assessment data for each pupil on to our data and tracking system (Scholarpack) at the end of these weeks.

At the end of each Checkpoint, the SLT hold Pupil Progress Meetings with year group teams to discuss the data analysed by class teachers highlighting the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments and books to show the progress made by vulnerable and identified key groups / individuals.

Procedures – Early Years Foundation Stage (EYFS)

Ongoing Assessments

Throughout our Early Years setting, practitioners use the My Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective Early Years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Staff collect this evidence using the Scholarpack programme. Evidence can also be found in the children's individual Special Folders which are updated regularly. Staff log onto Scholarpack for

baseline and then checkpoint dates (October, February, May and July) and use evidence collected to inform their judgements of whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years ages and stages.

These judgements are used to help track pupil progress alongside evidence in Special Folders, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

EYFS Profile

In the final term of Reception the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on Scholarpack.

Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (emerging)

The Year 1 teacher is given a copy of the Profile together with a short commentary on the children's skills and abilities in relation to the three key characteristics of effective learning. The Reception teachers meets with the Year 1 teachers (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year, we provide parents with a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are invited to speak to the Reception Team at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps.

The results are also sent to the Local Authority via our electronic transfer system.

The EYFS profile data is used to measure Good Levels of Development within the EYs setting including:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. These include:

Reception DFE Baseline

The Reception Baseline Assessment (RBA) is a statutory assessment that helps schools understand children's skills when they start school. It's linked to the Early Years Foundation Stage (EYFS) curriculum.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests (now optional but we use it to support internal assessments)

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (SPAG)
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (SPAG)
- Mathematics
- Writing (teacher assessment)

At the end of KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group, we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year and are **initially** classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught objectives from an earlier year group's curriculum via an Individualised Education Plan when required which will be appropriately matched to their cognitive level. They would then be assessed tests/teacher assessments from a different year group when appropriate.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests may be used with specific pupils. This could include the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes may be used for pupils with particular gross/fine motor control difficulties.

We are trialing the progression framework from the Autism Education Trust with our Rainbow children. If successful we will request more training from the Enfield Advisory Service for Autism and use this assessment for all autistic children.

As a school we have considered meaningful ways of measuring all aspects of progress. All pupils are assessed to establish their baseline during their first few weeks in Reception and Nursery. This includes aspects of speech and language. Any child who is highlighted as having significant needs is discussed with our school's Speech and Language Therapist, often leading to a referral to their services. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. SEND pupils are set SMART targets within their IEPs (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). Following Checkpoint Pupil Progress Meetings, the SENCo is provided with any further information discussed so she can carry out a clear analysis of pupils' needs when required. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals.

Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).

Formal Annual Reports are provided for all parents at the end of the Spring term with targets for the next term. A verbal summary of these targets is provided during the Summer Parents Consultation Meeting at the end of the Summer Term.

The results of any statutory assessments e.g. phonics screening or end of KS2 results for relevant year groups are sent in separate letters.

Reporting to Governors

Termly Governors Data meeting to discuss themes or concerns which are then discussed in more depth at the termly Curriculum and Full Governing Body meeting.

Pupils

Through our formative assessment strategies pupils get instant feedback on a daily basis.

Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on success criteria.

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required after being signed off by the Headteacher.

Arrangements for the Governance, Management and Evaluation of Assessment

A member of the Senior Leadership Team (SLT) has been assigned the role of Assessment Leader and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the SLT and/or MLT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out at least termly Book Monitoring by curriculum leaders/MLT/SLT to evaluate the effectiveness of next step marking and target setting and ensure the Marking and Feedback and Presentation Policies are being followed.

At the end of each Checkpoint, the SLT hold Pupil Progress Meetings with year group teams to discuss the data analysed by class teachers highlighting the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments and to show the progress made by vulnerable and identified key groups.

Role of the Assessment Leader and MLT

Each member of SLT oversees a phase within the school and works closely with the phase leader. Miss Scull is responsible for Lower KS2, Mrs Parsons for KS1, Mr Hitchens for EYFS and Mrs Fitzgerald for Upper KS2.

These responsibilities include:

- Contributing to Action Plans and the SDP - through work with the SLT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Networking with other assessment leaders within our partnership of schools (ETSP)
- Ordering/purchasing SATs tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school and that teacher's judgements are in line with expectations locally. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Chase Side the following takes place:

- Termly Moderation of Reading, Writing and Mathematics progress and attainment is completed in Team Meetings (the assigned SLT members attend these meetings and ensure feedback is provided at the following SLT meeting)
- Moderation sessions with other schools in the partnership group (ETSP): Moderation of Reading, Writing and Mathematics assessments at least termly for different teachers/year groups
- Early Years staff meet regularly with our Foundation Stage Leader to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place (annually it is expected that all schools across the borough who have not been selected for LA moderation attend cluster moderations with other local schools)

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments and training in assessment practice when required through dedicated Inset sessions. The SLT (including the assessment leader) plan these in accordance with the School Development Plan or reviews of procedures/updates from the government. Outside training providers may also be used. The assessment leader attends relevant courses to stay up-to-date with current practice and meets with other leaders within our partnership (ETSP) to share good current practice.

Initial Teacher Training

Our participation in the School Direct scheme has enabled us to train our trainees with the aim of employing them (within our partnership of schools) at the end of their

placement. Trainees are involved in all of our staff meetings - as well as relevant courses hosted by our Teaching School Alliance partner.

ECTs (Early Career Teachers)

All ECTs take part in induction and regular training sessions provided by the school, our partnership of schools (ETSP) and the local authority. During induction sessions, the assessment leader will go through the relevant policies and how to use our assessment system. ECTs attend an assessment courses as a part of their induction programme as well as all relevant courses hosted by our Teaching School and the local authority. During staff meetings they work alongside other staff to record assessments and to analyse progress.

Implementation of the Assessment Policy

This Policy was written by the SLT and reviewed by staff to ensure effective buy-in and to help build strong links to teaching and learning.

A copy of this Policy is available to all parents who are invited to share their views when the policy is reviewed. At the start of every academic year, teachers explain how pupils are assessed as a part of their Meet the Teacher meetings for parents.

All pupils are made aware of the curriculum objectives they are expected to achieve by the end of the year. These form the basis of the target sheets that they stick into their books at the beginning of the year. Pupils are involved in self-assessing their learning and they are actively involved in the target setting process.

This Policy is updated based on school self-evaluation, the latest research and updates to government documentation and reviewed by the Development Committee every two years.