



# Assessment Policy

## UNICEF Articles relevant to this policy

- ❖ **Article 28:** (Right to education): All children have the right to a primary education, which should be free. Children's education should develop each child's personality, talents and abilities to the fullest.
- ❖ **Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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## **Statement of intent**

At Colindale Primary School, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual targets and know what they need to do to improve
- Regularly monitoring progress.
- Acknowledging achievement.
- Working with other agencies as needed.

## **Principles**

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

## **Rationale**

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Schemes of assessment also inform whole school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the special educational needs and disabilities (SEND) Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report<sup>1</sup> and DfE guidance on assessment and accountability reforms for primary schools.<sup>2</sup>

### **Key roles and responsibilities**

The governing body has overall responsibility for the implementation of the Assessment Policy and procedures.

The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The headteacher is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.

The senior leadership team is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual Learning Plans (ILPs), and updating governors on the effectiveness of the provision, using local, national and school level assessment data. This includes leading the multi-professional shared goals meetings held in school for children with EHCPs or identified children at SEND School Support.

The assistant head for inclusion is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.

Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.

All staff are responsible for ensuring the assessment policy is implemented fairly and consistently, and for sharing relevant information with the assistant head for inclusion and headteacher.

Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following test regulations specified by the DfE when sitting the SATs.

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<sup>1</sup> DfE and Standards and Testing Agency (2015) 'Commission on Assessment Without Levels: Final Report'

<sup>2</sup> DfE (2014) 'Reforming assessment and accountability for primary schools'

Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments. Parents are invited in advance to scheduled shared goals meetings for children with EHCPs or identified children at SEND School Support.

### Training of staff

We recognise that early intervention can improve both achievement and self-worth. As such, teachers are supported in identifying pupils potentially at risk of not meeting targets. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

### Definitions

Colindale Primary School accepts the following definitions for the purpose of this policy:  
“Assessment” is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

**Diagnostic assessment:** Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

**Formative assessment:** Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

**Summative assessment:** Activities which assess final achievement at the end of the year.

**Individual Learning Plan (ILP):** An individualised plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

### Types of assessment

Colindale Primary School acknowledges that assessment will take place in a range of different ways for different subjects. However, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

Types of assessment are included in the school’s Marking and Feedback policy. They include (but are not restricted to) the following:

Pupil reflection time, when marked work is given back to the pupils, teachers will allocate time for them to read the comments and reflect on how they can improve.

Shared marking, modelled by teachers marking work against the WILF.

Quality/in-depth marking, which takes place when appropriate e.g. in the middle or end of a unit of work.

### **Scheme of assessment**

Colindale Primary School has implemented the following assessment scheme (see Appendix C) and assessment schedule (see Appendix D).

Teachers use Pupil Asset to report pupil assessments at the end of every term. Pupils are assessed as being *well below*, *just below*, *at*, *just above* or *well above* the expected standard.

In the EYFS, children are assessed as *being*, *beginning*, *developing* or *embedded* in each age band of Development Matters.

Summative assessments are used to assess what a pupil can do at a particular point in the learning journey. Performance in summative assessments will also be measured against age-related expectations.

We utilise the following formal summative assessments:

- Development Matters guidance and the EYFSP in EYFS.
- White Rose assessments for maths (termly, years 1 to 5).
- Rising Stars for reading (termly, years 3 to 5).
- Year 6 and year 2 pupils are tested using previous years' SATs papers in maths and reading, termly.
- Pupils with SEND may follow national curriculum objectives from another, lower year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria. Children with an EHCP or complex learning difficulties will be assessed through book scrutiny and weekly planning/review meetings.
- Phonics is tested on a half termly basis using previous years' phonics check papers.
- Learners who have English as an additional language (EAL), who are at the initial stages of learning English, are assessed using the DfE Bilingual Learning Assessment.

### **Tracking and reviewing progress**

Pupil progress meetings for each year group are scheduled termly and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming.
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.
- Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.

School uses FFT and Pupil Asset to set and review targets.

**Marking and feedback** - see school's Marking and Feedback policy

### **Records and record keeping**

Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

Lesson plans, pupil work and work books, Pupil Asset, pupil progress meeting records and reviews, use of BSquared for pupils with SEND and the Early Years Foundation Stage Profile (EYFSP).

At the early years foundation stage, each child's developments and achievements are recorded in Tapestry which is based on teachers' ongoing observations and assessments.

Summative assessment records, such as key stage 1 and key stage 2 examination results, are kept electronically and held for six years after the year of the examination.

### Standardisation and moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues within and across year groups
- Partnership with colleagues from other schools within the local area
- Attendance at LA sessions to ensure judgements are in line with other schools/academies

All teachers have exemplification materials in maths and writing to ensure consistency.

### Reporting

Reports promote and ensure the following:

- Positive home/school relationships
- Information for parents/carers
- Opportunities for discussion with parents/carers
- In some cases, information for partnership agencies
- Targets for pupils

A written report for each pupil is sent to parents/carers at the end of the year. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.

In the EYFS, reports outline the children's Characteristics of Effective Learning and their achievement in the 17 Early Learning Goals (Early Years Foundation Stage Profile).

For pupils at the end of key stages 1 and 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

Parents/carers are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn, Spring and summer terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times.

Colindale's Leadership Team reports progress to governors on a termly basis, both verbally and in the form of a written report.

### **Links to other policies**

This policy also links to the school's Behaviour policy, SEND Policy, Maths Assessment policy and Marking and Feedback Policy.

### **Policy review**

This policy is reviewed at least every three years by the senior leadership team and shared with governors and teachers. Any necessary changes are made and communicated to all members of staff.

The scheduled review date for this policy is January 2021.



## Appendix A – Marking guidance See school’s Marking and Feedback policy

This guidance on marking forms part of the whole-school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to pupils in order to raise standards.

### Formative assessment and focused marking

Formative assessment is based on the principle that, in order to make good progress, pupils need to be clear about the next steps in their learning.

Teachers use focused marking to assess pupils’ progress in relation to planned learning objectives and to identify pupils’ strengths and gaps in their skills/knowledge. Next steps are shared with the child, in an age-appropriate way, in order to provide feedback about where they are in relation to this aim and the steps necessary to achieve the aim.

‘Next steps’ information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual.

### Self-assessment

Teachers provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another pupil’s work).
- Self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating their own or a peer’s work to demonstrate appropriate use of text features.

## Appendix B – Assessment materials, tools and tests

<b>Reading</b>	<ul style="list-style-type: none"><li>• Focused marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Guided reading records</li><li>• Rising Stars or SATs tests</li><li>• Teacher-planned comprehension tests/activities</li><li>• Phonic phase assessments</li></ul>
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<b>Writing</b>	<ul style="list-style-type: none"> <li>• Focused marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny</li> <li>• Writing samples (independent where possible)</li> <li>• Phonics assessment</li> <li>• Results of class tests ( regular spelling tests)</li> <li>• Summative tests</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Focused marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny</li> <li>• Results of weekly mental maths tests</li> <li>• White Rose or SATs tests</li> </ul>

### Appendix C – Assessment Scheme

<b>Autumn term</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Update Pupil Asset</li> <li>• Set targets on FFT</li> <li>• Update assessment sheets for reading and writing based on focused marking and observations of pupils’ learning Ongoing).</li> <li>• Assessments of phonic phase for each pupil (EYFS).</li> <li>• Past phonics test for year 1 and year 2 pupils (who did not pass the check in year 1) in both half terms</li> <li>• Set new learning targets</li> <li>• Pupil Progress Reviews</li> <li>• Rising Stars tests</li> <li>• Past SATs for year 6 and year 2</li> </ul>
	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• On-going update of Pupil Asset</li> <li>• Set targets on FFT</li> <li>• Updating tracking grids for maths based on focused marking and observations of pupils’ learning.</li> <li>• Set new learning targets</li> <li>• Pupil Progress Reviews</li> <li>• White Rose tests</li> <li>• Past SATs for year 2</li> </ul>

Spring term	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• On-going update of Pupil Asset</li> <li>• Set targets on FFT</li> <li>• Updating tracking grids for reading and writing based on focused marking and observations of pupils' learning</li> <li>• Independent writing samples</li> <li>• Assessments of phonic phase for each child (EYFS/key stage 1)</li> <li>• Past phonics test for year 1 and year 2 pupils (who did not pass the check in year 1) in both half terms</li> <li>• Set new learning targets</li> <li>• Pupil Progress Reviews</li> <li>• Rising Stars tests</li> <li>• Past SATs for year 6 and year 2</li> </ul>
	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• On-going update of Pupil Asset</li> <li>• Set targets on FFT</li> <li>• Updating tracking grids for maths based on focused marking and observations of pupils' learning.</li> <li>• Set new targets.</li> <li>• Pupil Progress Reviews</li> <li>• White Rose tests</li> <li>• Past SATs for year 6 and year 2</li> </ul>
Summer term	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Updating Pupil Asset</li> <li>• Set targets on FFT</li> <li>• On-going update of tracking grids for reading and writing, based on focused marking and observations of pupils' learning.</li> <li>• Independent writing samples.</li> <li>• Assess phonic phase for each child (EYFS and key stage 1) and update phonic phase grid.</li> <li>• Past phonics test for year 1 and year 2 pupils (who did not pass the check in year 1) in 1<sup>st</sup> half term</li> <li>• Year 1 statutory phonics test.</li> <li>• Year 2 statutory re-check phonics test</li> <li>• Year 2 and Year 6: SATs tests – reading, writing, spelling, punctuation and grammar tests and teacher assessments.</li> <li>• Progress against national curriculum descriptors is recorded on an end of year report.</li> </ul>
	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• On-going update of tracking grids based on focused marking and observations of pupils' learning.</li> <li>• Set targets on FFT</li> <li>• Updating Pupil Asset.</li> <li>• Year 2 and Year 6: SATs tests</li> <li>• White Rose tests.</li> <li>• Set new targets</li> <li>• Progress against national curriculum descriptors is recorded on an end of year report, alongside scaled score information from SATs tests.</li> </ul>

**Foundation subjects**

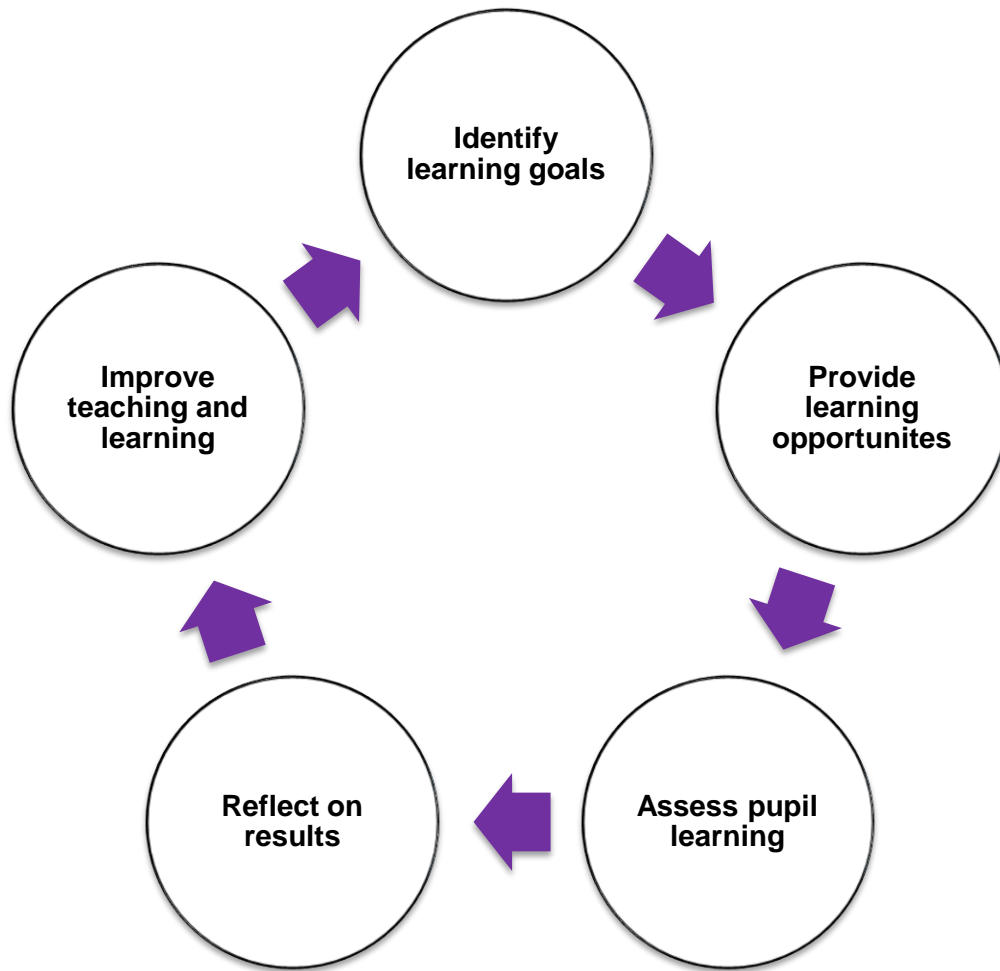
- Record significant progress against national curriculum learning descriptors/P scales in end of year report.

## Appendix D – School assessment schedule

<b>Autumn one</b>	<ul style="list-style-type: none"> <li>• On entry data for EYFSP in nursery and reception</li> <li>• Parents’/carers’ consultation meetings.</li> <li>• Class assessment folder updated (on-going)</li> <li>• Provision map produced</li> <li>• Shared Goals meetings</li> <li>• Pupil progress meetings</li> <li>• Moderation of maths and English books</li> </ul>
<b>Autumn two</b>	<ul style="list-style-type: none"> <li>• Class assessment folder updated (on-going)</li> <li>• Moderation of maths and English books</li> <li>• FFT targets reviewed –termly</li> <li>• Shared goals meetings</li> <li>• White Rose maths tests</li> <li>• Rising Stars Reading tests</li> </ul>
<b>Spring one</b>	<ul style="list-style-type: none"> <li>• Parents’/carers’ consultation meetings</li> <li>• Pupil progress meetings</li> <li>• Shared goals meetings</li> <li>• Provision map reviewed</li> <li>• Class assessment folder updated (on-going)</li> <li>• Moderation of maths and English books</li> </ul>
<b>Spring two</b>	<ul style="list-style-type: none"> <li>• Provision map reviewed</li> <li>• Shared goals meetings</li> <li>• Class assessment folder updated (on-going)</li> <li>• Moderation of maths and English books</li> <li>• White Rose maths tests</li> <li>• Rising Stars reading tests</li> </ul>
<b>Summer one</b>	<ul style="list-style-type: none"> <li>• End of year reports produced.</li> <li>• Prepare class hand-over folders</li> <li>• Year 6 SATs.</li> <li>• Year 2 SATs.</li> <li>• LA SATs moderation meetings for Reception, Year 2 and Year 6</li> <li>• Class assessment folder updated (on-going)</li> <li>• Moderation of maths and English books</li> </ul>

Summer two

- Year 1 phonics test
- White Rose maths tests
- Rising Stars reading tests
- Pupil progress meeting
- SEND provision map reviewed
- Report EYFSP to LA
- Report Year 1 phonics assessment results to LA
- Report Years 2 and 6 SATs results to LA
- Report all results of statutory assessments to parents/carers
- Annual reports sent to parents/carers
- End of year parent transition meetings
- Class assessment folder updated in preparation for class handover meeting (on-going)
- Class handover meetings (current teacher meets receiving teacher to share information)
- Moderation of maths and English books



Appendix E – The assessment cycle