



# CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

## ASSESSMENT POLICY

Status of Policy	Date
Statutory	Yes
Reviewed	Every 2 years
Ratified by governors	December 2024
Review date:	December 2026

Our school policies reflect our vision of

*Inspiring and enabling our school community to live life to the full,  
promoting excellence and nurturing compassion, honesty, trust, hope,  
respect, thankfulness and courage.*

*John 10 v 10:*

*Jesus said: "I have come that they might have life, and have it to the full"*

# Assessment Policy

## Introduction

At Crowthorne Church of England Primary School we endeavour to support all pupils in making better than expected progress to increase confidence and raise self-esteem. We believe effective assessment is central to this.

Assessment includes:

Marking, feedback and response

Observations and group work

Formal summative assessments (including national tests)

Weekly tests (e.g. spelling, maths)

This Policy should be read in conjunction with:

Marking and Feedback Policy

Subject-based Policies

Special Educational Needs Policy

## Aims

- To ensure children make good progress, are aware of their achievements and know what the next steps of their learning will be
- To track pupils attainment and progress over time
- To have a consistent approach to assessment that measures school progress against national standards
- To ensure that assessment informs teaching, ensuring that it meets the needs of all pupils and diagnoses any difficulties so that individual and cohort needs can be met promptly and effectively

## Principles

The school's assessment procedures give reliable information about how both children and the school are performing. They help to drive improvement for both pupils and teachers, and make sure the school is keeping up with external best practice and innovation.

- Pupils are tracked against end of year and end of Key Stage expectations
- Information is easily transferrable and easily understood covering both qualitative and quantitative assessment
- Teachers can identify pupils who are "falling behind" and those who are excelling, and then adjust teaching and interventions accordingly
- Assessment procedures are closely linked to the quality of teaching with on-going tracking systems used alongside marking and feedback
- The procedures produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time
- The school ensures feedback to pupils contributes to improved learning and is focused on specific and tangible objectives

## Teacher Assessment

Accurate and effective teacher assessment is key to all pupils making good progress. Teachers record their on-going assessments an online data tracking system called Insight. (Pupils are assessed as Working Towards, Expected, Working at Greater Depth) against year group objectives. Teachers update

the tracking system termly. The marking of work, discussion and observations within teaching activities form an important part of on-going teacher assessment. All marking and feedback (written and oral) is expected to have a direct impact the pupil's subsequent learning and is therefore an important part of the assessment process.

Our staff team have a thorough knowledge of the school's curriculum and are confident to make judgements against the national curriculum objectives. Should a teacher not feel confident, additional support would be put in place to ensure the accuracy of assessments.

The SLT plans Key Stage/Whole Staff meetings throughout the term for 'moderation' activities for staff to discuss the evidence being used to inform teacher assessment. The Headteacher organises meetings for moderation activities with a 'Cluster school' to ensure consistency and to support CPD.

The Teachers in Reception, Years 2 and 6 also attend moderation activities and meetings planned by the Local Authority. Where appropriate they then feed-back to all staff to further enhance and improve the school's own assessments procedures.

#### Assessment in the Early Years

The Reception Baseline Assessment (RBA) is completed within the first six weeks of a pupil entering the Reception class.

Throughout the year, evidence of each child's attainment is collected through observation and discussion and is recorded in each pupil's Learning Journey. Along with written work recorded in exercise books, these form the basis of the on-going assessments against the age-related expectations as set out in the Early Years Foundation Stage Profile.

Senior Leaders analyse the data termly and use it to inform discussions at Pupil Progress Meetings. Parents are invited to contribute to their child's Learning Journey and progress is discussed at Parents' Evenings.

#### Assessment in Key Stage 1 and 2 (Maths and English)

The school has invested in PUMA/PIRA to assess Reading and Maths and uses Nfer tests to assess Spelling, Grammar and Punctuation on a termly basis. Twice a year, the school uses HAST Spelling to assess progress in spelling. These formal tests are used alongside teacher assessment to assess each pupil's attainment in English and Maths. The results are used to further inform teacher assessment and update the tracking data on Insight. Teachers analyse the results and complete a 'question level analysis' of the tests to inform future teaching.

Targets for pupils are set at the beginning of each academic year; previous assessment information and prior rates of progress are always taken into account. Targets are discussed with staff during the Autumn term.

National Tests are completed in Years 1, 2, 4 and 6. Once completed, the school will be given a scaled score and this will be reported to parents and governors. This information will be also used to assess pupil progress and to compare the school's performance against local, national and contextually similar schools.

Data analysis informs the SEF and SIP and informs staff training and development within school.

#### Assessment within other subject areas

Although pupils are not formally assessed within other subject areas we believe it is vital for them to know how they are achieving in order for them to make good progress across the whole curriculum.

Staff provide pupils with high quality marking and feedback in all subjects to ensure good progress is made, and high expectations are evident across all areas of learning.

Teachers plan activities to provide pupils with the opportunity to demonstrate their understanding of the objectives taught, and the depth of their understanding (mastery).

The school has devised a system for the on-going assessment for all foundation subjects. Teachers update Insight throughout the year, recording whether the child is Working Towards, Expected, Working at Greater Depth in that subject area.

#### Monitoring

The SLT produces a monitoring schedule which is closely linked to the School Improvement Plan and the school's priorities. Time is taken to monitor progress within each subject, the effectiveness of marking and feedback and to monitor progress through progress meetings with staff.

Assessment information informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by the Head and Deputy Head and Pupil Progress Meetings are held with staff to identify pupils who may require further intervention and support.

Lesson observations and Lesson-drop-ins also provide space to focus on pupils and to ensure accelerated progress is being addressed within high quality teaching and the effective use of resources and Teaching Assistants.

#### Roles and Responsibilities

Governors: Monitor whole school progress data with the support of the Headteacher. They also identify a Governor to take responsibility for monitoring the progress of pupils who are eligible for the Pupil Premium Grant.

Headteacher and Senior Leaders: Monitor assessment data regularly and provide data analysis reports to staff to discuss at Pupil Progress Meetings; hold staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teachers: Regularly assess pupils and provide feedback that has direct impact on next pieces of learning; update the school's tracking system (Insight); Puma/Pira/Nfer termly and use results to inform teacher assessment and complete question level analysis to inform future teaching; provide assessment information for pupils, parents and school leaders. (See Assessment Calendar attached).

Teaching Assistants and Learning Support Assistants provide feedback to teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with home learning to positively impact on learning and progress.

Pupils: Complete all learning tasks to highest of standards in order to make good progress; respond appropriately to all marking and feedback.

#### Special Educational Needs

Pupils identified as having special educational needs are placed on the SEND register. This may mean they are assessed against a different year group's expectations. If they are not engaged in subject specific study, the Engagement Model will be used.

## Equal Opportunities

Crowthorne Church of England School is committed to providing equal opportunities for all pupils and recognises that preparation for life in a multi-cultural society is relevant to all pupils in our care.

## Assessment Calendar

	<b>EYFS</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
<b>September</b>	<ul style="list-style-type: none"> <li>• Maths /Reading/Writing tracking grids</li> <li>• Reception Baseline completed</li> <li>• Set End of Year Targets</li> <li>• Initiate Learning Journeys for each child using Evidence Me</li> </ul>	<ul style="list-style-type: none"> <li>• Times table baseline</li> <li>• Review end of year assessment from previous year and discuss any anomalies with SLT</li> <li>• Set End of Year Targets</li> </ul>	<ul style="list-style-type: none"> <li>• Times table baseline</li> <li>• Review end of year assessment from previous year and discuss any anomalies with SLT</li> <li>• Set End of Year Targets</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Ensure Evidence Me is up-to-date for each pupil</li> </ul>	Half term assessment <ul style="list-style-type: none"> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• <b>Optional</b> Rising stars – Reading &amp; Maths</li> </ul>	Half term assessment <ul style="list-style-type: none"> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• <b>Optional</b> Rising stars – Reading &amp; Maths</li> </ul>
<b>November</b>		<ul style="list-style-type: none"> <li>• Spelling assessment Hast 2 Test A</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling assessment Hast 2 Test A</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Ensure Evidence Me is up-to-date for each pupil</li> <li>• Update <del>Tracking Grids</del> Insight</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PIRA</b> – Reading</li> <li>• <b>PUMA</b> – Maths</li> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• Times tables assessment</li> <li>• <del>Foundation Grids</del></li> <li>• Update <del>Assessment Tracking Grids</del> Insight</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PIRA</b> – Reading</li> <li>• <b>PUMA</b> – Maths</li> <li>• <b>NFER</b> – Grammar</li> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• Times tables assessment</li> <li>• <del>Foundation Grids</del></li> <li>• Update <del>Assessment Tracking Grids</del> Insight</li> </ul>
<b>January</b>			
<b>February</b>	<ul style="list-style-type: none"> <li>• Ensure Evidence Me is up-to-date for each pupil</li> </ul>	Half term assessment <ul style="list-style-type: none"> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• <b>Optional</b> Rising stars – Reading &amp; Maths</li> </ul>	Half term assessment <ul style="list-style-type: none"> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• <b>Optional</b> Rising stars – Reading &amp; Maths</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Ensure Evidence Me is up-to-date for each pupil</li> <li>• Update tracking grids</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PIRA</b> – Reading</li> <li>• <b>PUMA</b> – Maths</li> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• Times tables assessment</li> <li>• Foundation Grids</li> <li>• Update <del>Tracking Grids</del> Insight</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PIRA</b> – Reading</li> <li>• <b>PUMA</b> – Maths</li> <li>• <b>NFER</b> – Grammar</li> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• Times tables assessment</li> <li>• <del>Foundation Grids</del></li> <li>• Update <del>Tracking Grids</del> Insight</li> </ul>
<b>April</b>			
<b>May</b>	<ul style="list-style-type: none"> <li>• Update tracking grids</li> </ul>	Half term assessment <ul style="list-style-type: none"> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• <b>Optional</b> Rising stars – Reading &amp; Maths</li> <li>• Spelling assessment Hast</li> </ul>	Half term assessment <ul style="list-style-type: none"> <li>• <b>Optional</b> Abacus end of half term assessment</li> <li>• <b>Optional</b> Rising stars – Reading &amp; Maths</li> <li>• Year 6 SATs week</li> </ul>

Reviewed: December 2024

Next Review Date: December 2026

		2 Test B	<ul style="list-style-type: none"> <li><del>Year 2 SATs</del></li> <li>Spelling assessment Hast 2 Test B</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>Update tracking grids</li> <li>Complete EYFSP</li> <li>Ensure Evidence Me is up-to-date for each pupil</li> </ul>	<ul style="list-style-type: none"> <li>Phonics screening (Yr1)</li> <li><b>PIRA</b> – Reading</li> <li><b>PUMA</b> – Maths</li> <li>Times tables assessment</li> <li><del>Foundation Grids</del></li> <li>Update <del>Assessment Tracking Grids</del> Insight</li> <li>TA assessment for Super School Profile</li> </ul>	<ul style="list-style-type: none"> <li><b>PIRA</b> – Reading</li> <li><b>PUMA</b> – Maths</li> <li><b>NFER</b> – Grammar</li> <li>Times tables assessment</li> <li><del>Foundation Grids</del></li> <li>Update <del>Assessment Tracking Grids</del> Insight</li> <li>TA assessment for Super School Profile</li> <li>Y4 <del>MTC</del> Multiplication check</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>Send final Learning Journeys to parents via app</li> <li>Update <del>tracking Grids</del> Insight</li> </ul>	<ul style="list-style-type: none"> <li>Optional Abacus end of half term assessment</li> </ul>	Optional Abacus end of half term assessment
		<ul style="list-style-type: none"> <li>Assessment of writing throughout the year</li> <li>Hand up 3 writing targets for each child assessed as Working towards or below, to be achieved in the first half term</li> <li>Keep copies of a couple of 'best' pieces of writing from each of these pupils and pass them up so that the inheriting Class Teacher can demonstrate progress</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of writing throughout the year</li> <li>Hand up 3 writing targets for each child assessed as Working towards or below, to be achieved in the first half term</li> <li>Keep copies of a couple of 'best' pieces of writing from each of these pupils and pass them up so that the inheriting Class Teacher can demonstrate progress</li> </ul>