Cavendish Church of England Primary School

Assessment Policy

Signed: Chair of Governors	
Signed: Headteacher	
Date:	Spring 2022
Date to be Reviewed:	Spring 2023

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

At Cavendish Cof E Primary School assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis. Any assessment which does not inform planning and analysis is superfluous.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Policy Principles

Assessment:
- is used to monitor and track a child's progress
- AfL develops learner's capacity for self-assessment so that they can become reflective and self-managing
- is based upon an agreed written recording system, supported by appropriately collected evidence, including test papers and children's work
- is moderated effectively so that the teachers' judgment about pupils' work is agreed
- data is analysed to identify and support different groups of pupils
- process is shared with parents, who understand the measures used to inform them of their child's progress.
- should be used to evaluate and develop the quality of teaching and learning across the school.
- secures improvement over time.
- Is used to celebrate success

Policy Aims

We recognise that the assessment process is crucial and in order to be effective in this we aim:

- to use principles and processes of assessment in order to monitor progress and support learning
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- to develop consistent practice in AFL across the school
- to involve pupils in recognising their successes and identifying the next step
- to use assessments to guide future planning, teaching and curriculum development
- to allow teachers to plan work that accurately reflects the needs of each child;
- use the assessments to provide information which can be used by teachers and the Headteacher as they plan for individual pupils and cohorts
- to provide a framework for assessment which reflects current guidelines enabling teachers to integrate assessment for learning throughout all aspects of teaching and learning.
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgments about the effectiveness of the school

Types of Assessment

Formative
- This is the ongoing assessment carried out by teachers both formally and informally during a unit of work, including the use of 'Cold' tasks to show the starting point for a unit and to inform planning.
- The results of formative assessments and low stakes quizzes, have a direct impact on the teaching materials and strategies employed immediately following the assessment.
- Formative Assessment in Key Stages 1 and 2 will be made against the National Curriculum objectives. The EYFS will be assessed against it's own framework.
- End of block assessments within each curriculum subject may include observations, independent tasks or written reflection.

Summative
- Summative tests occur throughout the year in reading, mathematics and GAPS, with PiRA (reading) and PUMA (mathematics) assessments completed in the fortnight before the end of each term. These results will then be used to inform the TA. Writing assessment takes place at the end of each unit.
- We use standardised testing to identify individual and class gaps that feed directly into the next steps and planning.
- Children's ability and achievements against individual curriculum. Statements are monitored using target tracker software.
- Subject leaders and Headteacher will use whole school outcomes to identify patterns and review to inform whole school training.
- Comparisons are made to ensure that the school is on track to meet the national expectations including benchmarking.

Assessment for Learning
Teacher should be using a variety of strategies that help to inform them of their pupils' current level of understanding and progress at the outset of; within and at the end of a lesson/unit.
Such techniques include
- Observation
- Low stakes quizzes
- Targeted questioning
- Marking that links to the success criteria
- Children's comments both written and oral about their progress
- response to marking and next steps feedback
- Use of LSA feedback from small group work

Diagnostic
All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, sensory perceptions, Boxall profile, SDQ, Language Link etc. Further information can be obtained from the school's SENDCo.

Transitional assessment

Transitional assessment is information that marks a transition from one year to the next, one key stage or school to the next.
Transitional forms of assessment that are used at Cavendish C of E Primary School are:

- Professional discussion and pupil transfer meetings
- Early Years Foundation Stage Profile; NFER baseline
- Phonic Screening in Year 1 (Re-screening in Y2 for any who did not meet the standard)
- PiRA and PUMA Assessments - termly
- Key Stage 1 SATs in Year 2
- Year 4 Multiplication check
- Key Stage 2 SATs in Year 6
- Pre-key stage assessment materials
- Holistic information about each child and contextual background
- Pupils' work books

The information for the above is used by all members of staff to ensure that children receive quality first teaching that is focused on their particular needs as the move from Year group to Year group. Furthermore the information is shared with parents as a summative measure of a child's ability at the end of each year group.

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Remote Learning

Remote Learning is assessed through children's submitted work, comments and online discussion through the chat facility. Whilst class teachers may check children's understanding and review knowledge acquisition, independent formal assessments are not currently undertaken in the home environment.

End of Key Stage assessments

Early Years Foundation Stage

Children in the Early Years Foundation Stage are assessed using the NFER baseline target tracker, which are based on observations, are finalised at the end of the academic year and the results are reported to parents and Local Authorities. Moderation between schools ensure judgements are robust.

Year 1 teachers use the assessments, books and learning journals at the end of the EYFSP to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

Key Stage One

Children in Year 1 undertake a phonic screen to evidence skills in blending formative and informative words. Any child who does not meet the expected standard is offered additional support and retested in Year 2.

At the end of KS1, a statutory teacher assessment is made for all pupils in the National Curriculum subjects –Reading, writing, mathematics and science. Pupils are judged to be 'Working Towards', 'Working At' or 'Working at Greater Depth' (writing only. End of Key Stage tasks and tests are used to underpin this judgement. Whilst it is statutory, it is the Teacher Assessment that it reported and not the task and test results. Teacher assessments are finalised by the end of June and reported to parents and the Local Authority. Teacher assessment and pupils' work informs teaching at Key Stage 2

Key Stage Two

Children in Year 4 will take a multiplication check from 2022. This is a timed online assessment of 25 questions. At the end of KS2, a statutory test assessment is made for all pupils in the National Curriculum subjects – reading, grammar and mathematics. Pupils are judged to be 'Working Towards', 'Working At' or 'Working at Greater Depth' (writing only). End of Key Stage tests in reading and mathematics are marked externally marked and the results, along with Teacher Assessment judgment for writing, are reported to the Local Authority and parents at the end of the academic year. Formal science testing is sample selection by the DfE.

Specific Assessment Arrangements

Ongoing Teacher Assessment will be used to update Target Tracker at the end of each half term for all KS1 and KS2 classes.

Tracking

Tracking involves systematically building a picture of the progress that each child or group of children makes along their expected learning path. An effective system should track pupil progress individually and is reviewed regularly with teachers in order to identify and discuss any under attainment and/or underachievement as well as celebrate examples of good progress. This information is used by all members of staff to inform learning and teaching.

Roles and responsibilities in assessment

Class teachers
- Provide a supportive environment where assessment can be carried out without damaging self-esteem and motivation;
- Clear planning and learning objectives shared with learners;
- Using assessment information to inform planning;
- Ongoing assessment;
- Constructive feedback to learners-oral and written comments;
- Reports to parents on learners' progress, attainment and next steps;
- Carry out statutory and school based tests;
- Note significant progress, above or below expectations;
- Use the agreed range of assessment methods and techniques to gather and use information in line with school policies;
- Ensure that information is transferred to the receiving teacher/school in line with school policy;
- Collate and archive work over the academic year;
- Refer to achived work as part of teacher transfer discussion;

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- Identify learners in need of extra support and liaise with the SENDCo for additional provision;
- Share concerns/progress regularly with Headteacher.

SENDCo
- Provide a supportive environment where assessment can be carried out without damaging self-esteem or motivation;
- Liaise closely with class teachers and external providers, eg, OT, EP, CES;
- Monitor learners' progress against provision maps;
- Maintain the SEND register;
- Undertake specific assessment tasks as required;
- Look for trends and outcomes over time (cohort comparison);
- Liaise with external agencies;
- Provide training for LSAs for individual and group support;
- Arrange for Educational Psychologists to make assessments to apply for a EHC plan;
- Identify children in need of ELKLAN intervention and speech & language support, and other professionals as identified.
- Identify children in need of SEMH support.

Subject leaders
- Ensure curricular schemes of work have clear learning objectives;
- Monitor their subject over time to ensure assessment informs learning and teaching;
- Analyse archive and current work to inform standards;
- Monitor levels of attainment and standards;
- Use all available data to make changes to learning and teaching as required;
- Report to the Head Teacher and governors on standards and SDP as appropriate;
- Generate subject portfolios in conjunction with staff.

Headteacher and SMT
- Ensure policies are up to date, regularly reviewed and consistent with each other;
- Disseminate information and ensure support and training for colleagues;
- Generate an action plan in line with the SDP;
- Liaise with other co-ordinators to ensure coherence;
- Make assessment procedures clear to all colleagues and ensure they are followed and used consistently;
- Set timetable for assessment cycle;
- Determine means for agreeing standards throughout the school;
- Provide staff development opportunities in liaison with the CPD co-ordinator;
- Support colleagues in identifying assessment opportunities and in using all available data;
- Ensure portfolios are generated and standards agreed;
- Rationalise assessment systems to ensure manageability;

Head Teacher
- Ensure the school meets statutory requirements;
- Review the implementation of assessments;
- Determine priorities in the School Development Plan (SDP);
- Monitor the quality of Assessment procedures;
- Define the role and limitations of co-ordinators;
- Communicate any specific staff development issues;
- Report to parents and governors on standards and quality;
- Oversee portfolios and secure storage;
- Order test papers and secure storage.

Governors
- Agree SDP;
- SEN Governor to liaise with the Head Teacher and SENDCO.
- Analyse data (anonymously) identifying trends.
- Celebrate achievement and progress.
- Challenge to school to improve further.
- Conduct work scrutinies

Assessment timetable 2021-2022

Foundation Stage

Autumn

Date	Assessment	Who needs it?
September	NFER baseline In school version	EYFS Tracker HT, govs, SEO
September	EYFS baseline	Tracker entry
September	Bleep test	Pe subject leader
September	Fine/gross motor/ core skills	EYFS Tracker HT, govs, SEO
October (Autumn 1)	EYFS TRACKER update	HT, Gov committee PP meeting
December (Autumn 2)	EYFS TRACKER update	HT, Gov committee PP meeting
December	Phonic sounds	HT Gov committee

Spring

Date	Assessment	Who needs it?
January	Bleep test	PE subject leader
February (Spring 1)	EYFS TRACKER update	HT, Gov committee PP meeting
March	Moderation	County return
March	PIRA	HT Tracker govs
April (Spring 2)	EYFS TRACKER update	HT, Gov committee PP meeting
April	Phonic sounds	HT Gov committee
April	Bleep test	Pe subject leader

Summer

Date	Assessment	Who needs it?
May (Summer 1)	EYFS TRACKER update	HT, Gov committee PP meeting
May	Standardisation	Local cluster
June	EXIT profile tracker In school version	HT, Govs County return
June	NFER progress analysis	HT
June	PIRA	HT , transition
June	PUMA	HT transition
July	2013 Phonic screen/phonics	HT Gov committee
July	Bleep test	PE subject lead

2012 phonic screen – as diagnostic for highly able as required.

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Year 1

Autumn

Date	Assessment	Who needs it?
September	2015 Phonic baseline	Informs groups SS for target tracker Send audit
September	High frequency words spelling	Informs groups Send audit
September	Bleep test	PE subject lead
October (Autumn 1)	TT statements	HT, govs, tracker
September	Rising stars Maths	Level & analyse for support groups PP Meeting
November	PIRA	APP levelling Send audit
November	PUMA	APP levelling
December	ICT/ RE/ART	Artsmark, RE subject lead HT
December	Spelling KS 1 list 2016 phonic screen	HT, GOVS
December	Outstanding science units	

Spring

Date	Assessment	Who needs it?
January	2016 Phonic screen	Ht, govs, SEO
January	Bleep test	HT PE subject lead
February (Spring 1)	TT TRACKER	APP levelling
March	PIRA	Evidences progression/intervention SS for target tracker
March	PUMA	Evidences progression/intervention SS for target tracker
March	2017 phonic screen	
April	White Rose/Rising stars Maths	Level & analyse for support groups/PP Meeting
April	TT TRACKER	APP levelling
April	RE	AT1 & AT2 RE subject leader, HT
	Foundation Subjects	
April	Spelling KS1 list Grammar check	HT, Subject co-ords tracker
April	2018 Phonic screen	HT, Subject co-ords tracker
April	Outstanding science	

Summer

Date	Assessment	Who needs it?
May	TT tracker	PP meetings
May	2019 phonic screen	
May	Bleep test	HT PE
June	PUMA	HT, Subject co-ords tracker
June	PIRA	HT, Subject co-ords tracker
June	Writing against KS1 interim framework	HT, Subject co-ords tracker
June	Foundation Subjects	
June	TT Tracker	PP meetings
June	2022 PHONIC SCREEN	DfE, County Return
July	Spelling KS1 list GAPS	HT, Subject co-ord tracker
July	Science against interim framework KS1	HT, Subject co-ords tracker
July	Bleep test	HT PE

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Year 2

Autumn

Date	Assessment	Who needs it?
September	2016 reading	Informs groups, target tracker
September	2016 GAPS	Informs support groups SS for target tracker
September	2016 maths	Informs groups, target tracker
September	Bleep test	HT PE
October (Autumn 1)	TT Tracker	PP Meeting
November	PIRA	Level & analyse for support groups PP Meeting Target setting
November	PUMA	HT GOVS
November	GAPS	Supported by Rising Stars
December	SCIENCE against framework Outstanding science	PP Meetings
December	Foundation Subjects	

Spring

Date	Assessment	Who needs it?
January	2017 reading	HT PP Meetings
January	2017 gaps	HT PP Meetings
January	2017 maths	HT PP Meetings
February (Spring 1)	TT TRACKER	Pp govs
March	PIRA	Evidences progression/intervention SS for target tracker
March	PUMA	Evidences progression/intervention SS for target tracker
April	2019 KS1 Reading	PP Meeting govs
	2019 GAPS	PP meeting govs
April	2019 KS1 Maths	PP meeting govs
	CLUSTER MODERATION	Seo; county; HT
April	SCIENCE against framework	Supported by Outstanding Science
	Foundation Subjects	
April	TT Tracker	PP meeting
April	Bleep test	PE HT

Summer

Date	Assessment	Who needs it?
May	2022 Maths	HT, Subject co-ords Tracker Statutory return DfE
May	2022 Reading	HT, Subject co-ords Tracker Statutory return DfE
May	2022 GAPS	HT, Subject co-ords Tracker Statutory return DfE
May	SCIENCE against framework	Statutory return DfE
May	Writing against framework	Statutory return DfE
June	PIRA	Evidences progression/intervention SS for target tracker
June	PUMA	Evidences progression/intervention SS for target tracker
July	Bleep test	PE HT
July	Foundation Subjects	

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Year 3 Autumn

Date	Assessment	Who needs it?
September	2018 KS1 Reading maths	Informs guided reading groups SS for target tracker Sen audit
September	2018 KS1 gaps	Informs support groups SS for target tracker Sen audit
September	Bleep test	HT PE
September	X tables	Maths subject lead;HT
October (Autumn 1)	TT Tracker statements	PP meetings
October	Lower KS2 spellings / tables	PP meetings groups
November	PIRA	Level & analyse for support groups PP Meeting
November	PUMA	Level & analyse for support groups PP Meeting
November	Science against framework	PP meeting
December	Foundation Subjects	Subject Leads
December	Bleep test	PE SUBJECT LEAD

Spring

Date	Assessment	Who needs it?
January	X tables	Maths subject lead;HT
February (Spring 1)	TT Tracker	PP meetings
March	PIRA	Evidences progression/intervention SS for target tracker
March	PUMA	Evidences progression/intervention SS for target tracker
March	SCIENCE	AGAINST FRAMEWORK Supported by outstanding science
March	Lower KS2 spellings/ tables	PP meetings
March	Foundation Subjects	Subject Leads
March	Bleep test	PE
April	Testbase mid-year Maths, reading, gaps	Level & analyse for support groups PP Meeting
April	Independent writing long task – fiction	APP levelling
April	X tables	Maths subject lead;HT

Summer

Date	Assessment	Who needs it?
May	Maths	HT, Subject co-ords tracker
May	Reading	HT, Subject co-ords tracker
May	Writing	HT, Subject co-ords tracker
June	PIRA	Level & analyse for support groups PP Meeting
June	PUMA	Level & analyse for support groups PP Meeting
June	SCIENCE	Against frame work Supported by outstanding science
June	Lower KS2 spellings/ tables	PP meetings
July	Foundation Subjects	Subject Leads
July	Bleep test	Pe subject lead
July	X tables	Maths subject lead; HT

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Year 4 Autumn

Date	Assessment	Who needs it?
September	2012 Reading ks1/ ks2 -By ability 2012 maths non-calculator	Informs guided reading groups SS for target tracker Sen audit
September	2012 gaps ks2 X tables	Informs support groups SS for target tracker Sen audit
September	Bleep test	HT PE
October (Autumn 1)	TT Tracker statements	PP meetings
October	Lower KS2 spellings	PP meetings groups
November	PIRA	Level & analyse for support groups PP Meeting
November	PUMA	Level & analyse for support groups PP Meeting
November	Science against framework	PP meeting
December	ICT/RE/ART	RE, HT Artsmark
December	X tables	Maths subject lead HT

Spring

Date	Assessment	Who needs it?
February (Spring 1)	TT Tracker	PP meetings
March	PIRA	Evidences progression/intervention SS for target tracker
March	PUMA	Evidences progression/intervention SS for target tracker
March	2013 reading paper	PP Meeting
March	SCIENCE Star Awards	AGAINST FRAMEWORK
March	Lower KS2 spellings/ tables	PP meetings
March	ICT/RE /ART	Artsmark RE HT
March	Bleep test	PE
March	TT tracker	PP meetings
April	Testbase mid year assessments	Level & analyse for support groups PP Meeting
April	Independent writing long task – fiction	APP levelling
April	X tables	Maths subject lead HT

Summer

Date	Assessment	Who needs it?
May	Maths (mid to higher) 2014 Year 4	HT, Subject co-ords tracker
May	2014 KS2 Reading	HT, Subject co-ord tracker
May	2014 KS2 GAPS	HT, Subject co-ords tracker
June	PIRA	Level & analyse for support groups PP Meeting
June	PUMA	Level & analyse for support groups PP Meeting
June	2022 X TABLES	
June	SCIENCE	Against frame work Supported by outstanding science
June	Lower KS2 spellings/ tables	PP meetings
June	TT tracker	PP meetings
July	Foundation Subjects	Subject Leads
July	Bleep test	

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Year 5 Autumn

Date	Assessment	Who needs it?
September	2015 reading	Informs guided reading groups SS for target tracker
September	2015 GAPS	Informs support groups SS for target tracker
September	2015 maths and white rose tables	Informs support groups SS for target tracker
September	Bleep test	PE HT
October (Autumn 1)	TT tracker	PP meetings
November	PIRA	Level & analyse for support groups PP Meeting
November	PUMA	Level & analyse for support groups PP Meeting
November	Science	Against framework
December	Foundation Subjects	Subject Leads
December	TT tracker	PP MEETINGS

Spring

Date	Assessment	Who needs it?
January	Tables /spelling list	
February (Spring 1)	TT TRACKER	PP meetings
March	PIRA	Evidences progression/intervention SS for target tracker
March	PUMA	Evidences progression/intervention SS for target tracker
March	Testbase Mid-year RGM	Level & analyse for support groups PP Meeting
April	Bleep test	APP levelling
April	TT TRACKER	PP Meeting
	SCIENCE Star Award	Framework
April	ICT/ RE/ArtsAward submission	Artsmark/RE/HT
April	Writing	Against framework

Summer

Date	Assessment	Who needs it?
May	2016 Maths	HT, Subject co-ords Tracker
May	2016 Reading	HT, Subject co-ords Tracker
May	2016 gaps	HT, Subject co-ords Tracker
May	Science against framework	HT, Subject co-ords Tracker
June	PIRA	Level & analyse for support groups PP Meeting
June	PUMA	Level & analyse for support groups PP Meeting
June	writing	Against framework
July	Tables/spellings	Pp meeting
July	Foundation Subjects	Subject Leads

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Year 6 Autumn

Date	Assessment	Who needs it?
September	2017 Reading	Informs guided reading groups SS for target tracker
September	2017 GAPS	Informs support groups SS for target tracker
September	2017 Maths	Informs support groups SS for target tracker
September	Bleep test	PE
October	TT tracker	PP meetings
November	Science	
November	PIRA	Informs support groups SS for target tracker
November	PUMA	Informs support groups SS for target tracker
December	Foundation Subjects	Subject Leads
December	Tables/spellings	PP MEETINGS

Spring

Date	Assessment	Who needs it?
January	2018 reading	Informs support groups SS for target tracker
January	2018 gaps	Informs support groups SS for target tracker
January	2018 Maths	Informs support groups SS for target tracker
February	TT TRACKER	PP meeting
March	PIRA	Evidences progression/intervention SS for target tracker
March	PUMA	Evidences progression/intervention SS for target tracker
March	Bleep test	PE
March	SCIENCE Star Awards	
March	standardisation	Local cluster
March	Foundation Subjects/ArtsAward submission	Subject Leads/Artsmark HT

Summer

Date	Assessment	Who needs it?
April	SATS Mocks 2019 English – reading & Gaps	HT, Subject co-ords Tracker
April	SATS Mocks 2019 Maths	HT, Subject co-ords Tracker
May	SATS 2022	HT, Subject co-ords Tracker Statutory return DfE
May	Writing moderation	County return
May/June	Science	
July	Transition requirements	Secondary schools
July	Foundation Subjects	Subject Leads

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