



## **1. Introduction**

At Metheringham Primary School, assessment is integral to learning and teaching. This policy outlines the purpose, nature and management of assessment in our school. The implementation of this policy is the responsibility of all staff.

## **2. The Nature and Purpose of Assessment**

The role of assessment is to:

- Support learning
- Identify children's knowledge, skills and progress
- Provide the basis for action to support further learning
- Give stakeholders information about progress and standards

Assessment should be:

- both formative and summative
- manageable and meaningful
- clear and precise

It is important for the teacher to know what has been remembered, what skills have been acquired, and which concepts have been understood. This enables teachers to reflect on what children are learning and informs future planning. Such attainment needs to be compared with the child's previous attainment and also against the cohort as a whole and against Local Authority and National data, where applicable.

Our assessments will provide information for

- All teaching staff to help them plan and gain informed views of children's progress;
- Parents and carers to show progression and/or early identification of concerns;
- Outside agencies and stakeholders to provide evidence of progress and/or attainment for all children;
- Grouping children and identifying the needs of children;
- The Special Needs and Disabilities Coordinator to provide evidence of progress and/or attainment to inform or support the level/type of additional support needed by children;
- Other schools to gain an indication of the achievements of individual children and/or year groups as they move between schools.

## **3. Feedback to parents**

This will involve:

- A school report sent out in July. This will report on children's progress in subjects across the curriculum.
- Children in Year 2 will have their end of Key Stage teacher assessments in Reading; Spelling, Punctuation and Grammar; writing; mathematics; and Science reported to parents in July
- Children in Year 6 will have their SATS results in Reading; Spelling, Punctuation and Grammar; and Mathematics reported to parents in July, as well as a teacher assessment in Writing and Science.
- A summary of children's achievements in the Foundation Stage will be shared with parents in the form of Early Years Foundation Stage Profile.
- Parents' consultation evenings in Term 1 and 3, as well as an optional parents' consultation following the written report in Term 6, will give parents an opportunity to discuss their child's progress with the teacher.

A range of evidence is kept in the form of...

- Children's books and folders, including teacher- and self-assessment of end points on topic covers in foundation subjects and science
- Class and Year group assessment records for Reading, Writing, SPAG, Maths and Science (managed through the class teachers spreadsheet/mark book and Insight Tracking system)
- Teachers' notes of observations-where relevant
- Annual reports
- Foundation stage profiles (Managed using Tapestry and Insight Tracking)

### **Use of Tests and Written Assessments**

Results from tests and independent learning tasks are used in conjunction with assessment for learning strategies to inform the teacher of a child's progress.

### **End of Unit Tests and/or Independent Activities**

These will be used in all year groups throughout the year when needed to supplement other assessment outcomes.

### **Testing schedule**

#### September

- EYFS Baseline assessments
- Y6 Baseline assessments – previous year's SATs paper
- For all year groups, predictions will be made using the end of the previous year's data
- IDL - baseline assessment (for identified children)

#### End of Autumn (Approximately Dec)

- Y1 – reading – book banding/maths - WhiteRose termly assessment test
- Y2 – past SATs paper
- Y3/4/5 - NFER reading test paper/WhiteRose termly assessment test
- Y6 - past SATs paper

#### End of Spring (Approximately Mar)

- Y1– reading – book banding/maths - WhiteRose termly assessment test
- Y2 - past SATs paper
- Y3/4/5 - NFER reading test paper/WhiteRose termly assessment test
- Y6 - past SATs paper

#### April/May

- IDL – progress check (for identified children)

#### End of Summer (Approximately Jun)

- Y1 - NFER reading test paper/WhiteRose termly assessment test
- Y2 - SATs (During the testing window) to inform final teacher assessment
- Y3/4/5 - NFER reading test paper/WhiteRose termly assessment test
- Y6 - SATs (During the testing window in May)

### **Children new to Metheringham Primary School**

Assessment information will be gathered informally during the first few weeks of a child's first term in school. End of unit tests and formal tests will be used in accordance with the school's Summative Assessment Timetable.

### **Children who are identified as SEND and who are working below their current year group**

Children who are not able to access the content of their current year group, through both classroom learning and in a test situation, will be considered to be working 'below'. These children will be assessed using 'small steps' - the 'objectives' option on Insight Tracking. These objectives will follow the year group that best matches the child's level of ability. Progress will be measured by looking at the number of objectives that are considered to be secure as the year progresses. The objectives will be updated in line with the 'testing schedule' as outlined above, or sooner if needed.

#### Data Management and the use of the School's Tracking System.

All teachers record their assessments on the electronic tracking system known as Insight Tracking. Assessments are entered to indicate to what extent a child has demonstrated achievement of their year group objectives in a variety of contexts and activity types. This record is accessible at all times so teachers can use it to identify and act on children's particular areas of development or challenge. There are a number of facilities on Insight Tracking which allow teachers to check and analyse progress, coverage and attainment to inform planning and to ensure that appropriate provision is in place for all children. Data entry is completed after each assessment period.

#### 4. Types of Assessments

Our assessments take two forms, both of which are incorporated into the planning process.

##### a) Assessment for Learning (known also as AFL and Formative Assessment)

This type of assessment is on-going assessment and is achieved through observation of and dialogue with children when they are undertaking a variety of learning activities in a range of contexts.

Formative Assessment- **On-going Assessment which establishes what the child can do on a day-to-day basis:**

Strategy	Purpose
Planning	Ensures clear learning intentions are in place and lesson content suits the needs of the children. The use of additional support is identified.
Questions	Ensures that children are given opportunities to share their thinking and understanding of what is being taught.
Sharing Learning objectives ('Know its') and Success Criteria	Ensures children are focused on the purpose of the task, children can then comment on their own learning.
Pupil self- and peer-assessment	Empowers children to realise their own strengths and learning needs and to have control over future targets, provides teacher with more assessment information from the child's perspective.
Marking & Feedback (refer to Feedback policy)	Tracks progress diagnostically, informs child of successes and weaknesses and provides clear next steps/ targets for improvement.
Planned and Focused observations in the Early Years	Observations of the children learning through play are both spontaneous and planned in order to assess children's age and stage of development. This is on-going and all observations are recorded using photographs or videos and a write up onto Tapestry.

On-going assessments

Assessments	Strategy/Purpose	Key Stage / Year group
Foundation Stage Profile FSP	On-going evidence collection for FSP	FS
Reading	Book banding. Children's reading is assessed at intervals agreed by team leaders throughout the year. This is recorded on Insight Tracking.	R, 1, 2, 3 and Year 4, 5, 6 for children still using banded reading books.
All subjects	Assessment for Learning strategies used to inform future planning.	All year groups

#### Moderation and Support

Ensuring consistency of teacher assessments throughout the school is very important. Planning teams work together to discuss teacher assessments and to advise and support where necessary. Moderation of assessment procedures takes place to ensure accurate assessments are made throughout the school. To support consistent assessment and to show how standards are being maintained, children’s writing, maths and science are shared at moderation meetings held during each school year.

**b) Summative Assessment – Assessment which establishes what a child can do at that time:**

<b>Strategy</b>	<b>Purpose</b>
End of Key Stage statutory assessment	To enable pupil and school performance to be compared, so that standards can be identified, and targets set for improvement.
<b>Recorded Teacher Assessment</b> <i>Using Insight Tracking</i> gained through evidence from a range of verbal, practical and written learning tasks and tests.	Teacher Assessments of pupils in Reading, Writing and Mathematics are recorded at the end of each assessment period each term and shared with Senior Leaders and governors three times a year. They form the basis of discussion about standards and progress. Discussion takes into account how much of the curriculum has been covered for each year group at that point in time and how teachers are using recorded assessments to inform planning and to ensure that children’s needs are being appropriately met.  The child’s progress; including next steps of learning are shared with parents at consultation evenings in the autumn and spring and reported to parents formally in writing on the end of year report.
Reading Book banding	To assess where children are in their reading (fluency) ability.
Unaided writing	To track progress of each child’s writing in order to identify areas to improve and show how standards are being maintained. Children’s writing is shared at writing moderation meetings held during each school year.
School’s own baseline	To establish the child’s ability through child-initiated activities at the beginning of their reception year and subsequently throughout the year. Schools measure pupils’ progress towards the early learning goals using development matters stages. Pupils are expected to reach a ‘Good Level of Development’ by the end of the Foundation Stage
Foundation Stage Profile	On-going observations inform progress towards the Development Matters Statements and the Early Learning Goals. A Profile Summary is completed at the end of the year and is reported to parents and the LA. Pupils are expected to reach a ‘Good Level of Development’ by the end of the Foundation Stage.

**Assessment of subjects other than Maths and English.**

Assessment is done informally by the teacher through observation, looking at children’s learning and discussion. These are documented on the topic cover following a unit of learning as either BELOW (below the level of the year group), WTS (working towards the standard) or EXS (expected standard). These are then transferred to Insight Tracking. Informal assessments made are used to inform planning and to know the next steps needed for children to continue making progress in their learning. Subject leaders use this information to gain a greater understanding of attainment and progress in their subject.

**Review**

This policy will be reviewed when necessary but no later than January 2026.