




Coddington

— C of E —

Primary and Nursery
School

ASSESSMENT POLICY

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Reviewed By	CPR 15.01.24
Approved by Chair of Governors	

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

We believe in the statement that all forms of assessment should be used to ensure teaching and learning is effective in ensuring all children make progress.

Assessment takes the form of Formative (ongoing in the classroom everyday) and Summative (periodic tracking of pupil attainment and progress) assessment.

At Coddington we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching.

We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

Where data is gathered, it should also be used as a means to support all children who are in the next step of their learning.

Assessment needs to be purposeful and part of the teaching process. Any assessment needs to be for the pupils benefit and not add unnecessarily to the teachers' workload.

4. Assessment approaches

At Coddington we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment is the key to effective teaching and planning. Formative assessment should inform all decisions made when planning the children's next steps. This can take the form discussions with pupils, feedback and marking and observations of learning within the lesson. Parents will be encouraged to contribute to the formative assessment, especially in the early years.

Use of modelling, success criteria, stem sentences and planned questioning all give opportunities to assess pupils formatively. Some of these opportunities will lead to summative assessment. Where possible, these should be well thoughtout with clear expected responses so decisions are valid and reliable. In foundation subjects, staff should give regular opportunities to recall previous learning through 'mini-assessment' opportunities. These should be used to make decisions about whether children have met 'know that' statements and be used to inform summative assessment decisions.

Peer and self-assessment also provide valuable evidence for formative assessment.

It is essential that ongoing assessment for learning takes place throughout every lesson to ensure all pupils are challenged, supported and able to make progress.

Formative assessment and gap analysis must be used when planning the next lesson. This must reflect the pupils prior learning and be designed in such a way to address any misconceptions before moving learning on. Some pupils may need post/pre-teach sessions and these are part of this process.

Formative methods forms the majority of the assessment of pupils in school. This is the most important and valuable form of assessment for helping pupils to progress.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment is a method of tracking pupils' progress and achievement during their time in school. We collect pupil tracking data three times a year. This is linked to prior attainment baselines in EYFS and Y2. Data is entered onto Scholarpack so SLT and subject leaders are able to access and make use of data. NFER and White Rose assessments are used to support summative assessment (see appendix I. for schedule). It demonstrates the progress since the last statutory assessment points (EYFS & Y2 (EYFS only from yr 3 cohort 2024-25)) as well as progress through the year and from year to year.

At the point of data collection, Senior leaders meet with staff to complete pupil progress meetings to monitor the vulnerable groups as well as whole classes and year groups.

At these meetings the impact of Teaching and Learning; intervention groups and other initiatives is monitored. All pupils are discussed and appropriate adaptations are sought to enable all pupils to make good progress. Pupils with additional needs are discussed as part of this process, but will also have regular meetings to inform parents of specific targets relating to progress.

Summative assessments are used at key points to assess that pupils are making expected progress throughout the year.

Summative evidence is drawn from pupils' books, pupil discussions, targeted questions, spaced recall and teacher formative assessments. Staff should avoid the overuse of full tests that are not standardised.

Summative assessments need to inform the school about the strengths and gaps of all pupils in order to establish the adjustments needed to support progress.

Summative assessments should be made as to whether the pupil is meeting the expected standards for that point in time, not the end of year expectations.

Wherever possible the National curriculum expectations for each subject will be used to assess the pupils attainment.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline.
- Phonics screening check in year 1 and Y2 pupils not achieving the check in Y1.
- Multiplication check in Y4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5. Collecting and using data

All teachers have access to pupil's baseline data from EYFS and Y2 (until yr3 2024-25) on Scholarpack. This will form their baseline as they progress through the school.

Pupils will be assessed as Working towards, meeting the expected standard or working at greater depth. On Scholarpack this is through a numerical value that allows progress to be quantified. Any pupil assessed as working well below the age related expectation must have an individual assessment linked to their ADPR targets and shared with the SENDCO. This will be using BSquared and the associated Scholarpack numerical value [Primary Steps to Scholar Pack.docx](#).

Key stage leaders and Senior leaders will interrogate the data prior to progress meetings in order to ask targeted questions to assess the impact of teaching and learning.

6. Reporting to parents

Pupils attainment will be shared with parents as either Working toward the Expected standard, Working at the Expected standard at Working at Greater Depth within the Expected Standard.

Those pupils on the SEND register will have SEND reviews with parents, teachers (SENDco and child where appropriate), where data will be fully explained and next steps discussed as part of the meeting. The SENDco will monitor the outcomes of these meetings.

All progress judgments will be made against the Key assessment markers in EYFS. This will be clearly communicated to parents before any judgments are shared with teachers.

Assessment data will be reported to parents – for example, through annual reports, parents’ evenings in the Autumn and Spring terms.

Annual reports to parents must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil’s teacher

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils’ special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils’ learning difficulties.

The SENDco will track those children with additional needs across the school and report back to governors and School leaders on their progress.

The Pupil Premium Lead will track children in this able groups across the school and report back to governors and School leaders on their progress.

B-squared in used to identify small steps of progress for children who are working well below their peers.

8. Training

The assessment policy will be reviewed annually and any changes shared with, Staff and Governors.

Regular internal and external validation visits will take place. Moderation for EYFS and Y6 will be arranged by the LA/ MITRE on an externally arranged cycle.

Pupil progress meetings will provide an opportunity to monitor the effectiveness of assessment as a method for helping children to progress.

New members of staff will have the assessment policy and expectations shared with them in the first month at the school.

Regular moderation between year groups will be timetabled into staff meeting time to ensure that there is a consistency in judgments across the school.

Where possible teachers will moderate assessments with staff at other schools.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by the SLT and Governors. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Key Stage Leaders responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through:

Moderation, lesson observations, book scrutinies, pupil progress meetings and learning walks.

Leaders will monitor standards and progress in their subjects and suggest adaptations to the curriculum and training as required.

Targets will be set for all classes based on their prior attainment. SLT will monitor these for accuracy.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Marking and feedback policy
- SEND and inclusion policy
- Teaching and Learning.

Appendix

I.

	F1 (Nursery)	F2 (Reception)	Key Stage One	Key Stage Two
Term 1	<p>Internal baseline entered onto Scholarpack (all 7 areas – on track/not on track)</p> <p>Tapestry used for observations and informing parents how their children are working.</p>	<p>Reception baseline completed.</p> <p>Tapestry used for observations and informing parents how their children are working.</p> <p>Phonics assessment</p> <p>Name writing baseline.</p> <p>Baseline internal assessment entered onto Scholarpack (all 7 areas – on track/not on track)</p>	<p>Phonics baselines</p> <p>Phonics assessments</p> <p>Foundation subject ‘mini assessments’ to be completed throughout the topic</p>	<p>Year 4 children to complete unofficial multiplication check (TTRS)</p> <p>Foundation subject ‘mini assessments’ to be completed throughout the topic</p>
Term 2	<p>Internal assessment entered onto Scholarpack (all 7 areas – on track/not on track)</p> <p>Tapestry used for observations and informing parents how their children are working.</p>	<p>Name writing.</p> <p>Tapestry used for observations and informing parents how their children are working.</p> <p>Phonics assessments to be completed and entered onto portal.</p> <p>Internal assessment entered onto Scholarpack (all 7 areas – on track/not on track)</p>	<p>Assessment of children’s writing using a range of pieces. Data inputted into Scholarpack.</p> <p>Completion of White Rose assessment (mathematics) Data inputted into Smartgrade</p> <p>Completion of NFER (reading and grammar) Data inputted onto excel files</p> <p>Overall assessment data added to scholarpack (R,W, M, RE, Science)</p> <p>Phonics assessment completed</p> <p>Foundation subject assessments completed</p> <p>Foundation subject ‘mini assessments’ to be completed throughout the topic</p>	<p>Assessment of children’s writing using a range of pieces. Data inputted into Scholarpack.</p> <p>Completion of White Rose assessment (mathematics) Data inputted into Smartgrade</p> <p>Completion of NFER (reading and grammar) Data inputted onto excel files</p> <p>Overall assessment data added to scholarpack (R,W, M, RE, Science)</p> <p>Foundation subject assessments completed</p> <p>Foundation subject ‘mini assessments’ to be completed throughout the topic</p>
Term 3	<p>Internal baseline entered onto Scholarpack (all 7 areas – on track/not on track) for new starters</p> <p>Tapestry used for observations and informing parents how their children are working.</p>	<p>Name writing.</p> <p>Tapestry used for observations and informing parents how their children are working.</p>	<p>SEN Education Health Care/Pupil Support Plans studied and arrangements made for intervention programmes</p> <p>Phonics assessments to be completed</p> <p>Foundation subject ‘mini assessments’ to be completed throughout the topic</p>	<p>Year 4 children to complete unofficial multiplication check (TTRS)</p> <p>Foundation subject ‘mini assessments’ to be completed throughout the topic</p>

	F1 (Nursery)	F2 (Reception)	Key Stage One	Key Stage Two
Term 4	<p>Internal assessment entered onto Scholarpack (all 7 areas – on track/not on track)</p> <p>Tapestry used for observations and informing parents how their children are working.</p>	<p>Name writing.</p> <p>Tapestry used for observations and informing parents how their children are working.</p> <p>Phonics assessments to be completed and entered onto portal.</p> <p>Internal assessment entered onto Scholarpack (all 7 areas – on track/not on track)</p>	<p>Assessment of children's writing using a range of pieces. Data inputted into Scholarpack.</p> <p>Completion of White Rose assessment (mathematics)</p> <p>Data inputted into Smartgrade</p> <p>Completion of NFER (reading and grammar)</p> <p>Data inputted onto excel files</p> <p>Overall assessment data added to scholarpack (R,W, M, RE, Science)</p> <p>Phonics assessment completed</p> <p>Foundation subject assessments completed</p> <p>Foundation subject 'mini assessments' to be completed throughout the topic</p>	<p>Assessment of children's writing using a range of pieces. Data inputted into Scholarpack.</p> <p>Completion of White Rose assessment (mathematics)</p> <p>Data inputted into Smartgrade</p> <p>Completion of NFER (reading and grammar)</p> <p>Data inputted onto excel files</p> <p>Overall assessment data added to scholarpack (R,W, M, RE, Science)</p> <p>Foundation subject assessments completed</p> <p>Foundation subject 'mini assessments' to be completed throughout the topic</p>
Term 5	<p>Internal baseline entered onto Scholarpack (all 7 areas – on track/not on track) for new starters</p> <p>Tapestry used for observations and informing parents how their children are working.</p> <p>Phonics assessment</p>	<p>Writing assessment.</p> <p>Child initiated obs. Phonics & maths targets. ECAT (only if applicable).</p> <p>Phonics assessments to be completed</p> <p>Phonics screening check</p>	<p>Phonics assessments to be completed</p> <p>Foundation subject 'mini assessments' to be completed throughout the topic</p>	<p>Year 6 to complete SAT's papers</p> <p>Foundation subject 'mini assessments' to be completed throughout the topic</p>

<p>Term 6</p>	<p>Internal assessment entered onto Scholarpack (all 7 areas – on track/not on track)</p> <p>Tapestry used for observations and informing parents how their children are working.</p> <p>Phonics assessment</p>		<p>Phonic screening check</p> <p>Assessment of children's writing using a range of pieces. Data inputted into Scholarpack.</p> <p>Completion of White Rose assessment (mathematics)</p> <p>Data inputted into Smartgrade</p> <p>Completion of NFER (reading and grammar)</p> <p>Data inputted onto excel files.</p> <p>Year 2 to complete optional SATs papers</p> <p>Overall assessment data added to scholarpack (R,W, M, RE, Science)</p> <p>Phonics assessment completed</p> <p>Foundation subject assessments completed</p> <p>Foundation subject 'mini assessments' to be completed throughout the topic</p>	<p>Year 4 to complete multiplication check</p> <p>Assessment of children's writing using a range of pieces. Data inputted into Scholarpack.</p> <p>Completion of White Rose assessment (mathematics)</p> <p>Data inputted into Smartgrade</p> <p>Completion of NFER (reading and grammar)</p> <p>Data inputted onto excel files</p> <p>Overall assessment data added to scholarpack (R,W, M, RE, Science)</p> <p>Foundation subject assessments completed</p> <p>Foundation subject 'mini assessments' to be completed throughout the topic</p>
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SLT and subject leaders to monitor progress and attainment each term for writing, reading and mathematics.

Subject leaders to monitor progress and attainment in foundation subjects