



ASSESSMENT POLICY

Clanfield Church of England Primary School

Reviewed by:	Headteacher	Date: 23.09.2021
Authorised by:	Governors – Curriculum Committee	Date:
Date of next review (or earlier should legislation require it)		Date: September 2023
Type of Policy	Curriculum	



OBJECTIVE

The objective of our assessment system is to improve pupils' development, progress and achievement. Children's progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

ASSESSMENT

- Is a picture of personal development, academic progress and depth of learning
- Is an on-going, diagnostic process involving children receiving and responding to feedback
- identifies what children can and can't yet do
- informs teachers of learning needs, enabling them to adapt plans to close gaps and deepen learning

EYFS Baseline

There will be 3 data drops during the year and these will be held during the penultimate week of term so the data can be analysed ready for the new term.

- RBA will be used in September 2021 and all children will carry out the assessment within the first 6 weeks of school.
- Children will be assessed using the Development Matters statements and will be assessed using the bands- RGDS, REXS and RWTS.
- At Clanfield Church of England Primary School (CPS) we use also use on going assessment. We gather information from home visits carried out before a child attends school by our Foundation Stage teacher and teaching assistant. Careful observations are captured throughout the year. The children also have an online Learning Journey (Tapestry) which supports us in storing information throughout the year.

Phonics Checks

- Year 1 - all children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are reported to parents.
- Year 2 - children in Year 2 who did not meet the required standard in Year 1 will participate in a phonics check in the Summer Term. This assessment will be administered by a Year 1 teacher. Results are reported to parents.
- Year 3-any children who are still finding phonics tricky will carry out an intervention with the TA during the first 2 terms. If they continue to find phonics difficult a LAP Assessment will be given.

SATs & Summative Assessments

- Children in Y2 and Y6 are assessed during May. The results of these assessments are reported annually to the parents. Pupil attainment and progress measures are recorded using a 'Scaled Score'.

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- In addition to this statutory assessment, teachers across the school assess 3x a year using our school tracking system, which is informed by a range of formative and diagnostic assessment tools.

Examples of these include:

- White Rose Maths Hub Assessments (Y1-6)
- White Rose Maths Hub Maths resources and assessment tests
- Spelling Shed Assessments
- Phonics monitoring will be carried out 6x a year and analysed by the Phonics Lead- interventions will be planned accordingly
- NFER reading comprehension tasks - Y6 will complete Y6 SATS practice papers
- English Application pieces will drop in during the learning journey units
- Scaffolded and independent writing tasks through teaching sequences
- Internal and external moderation of writing
- Teachers' own spreadsheets / mark books / highlighted sheets etc.

At CPS we assess against performance indicators to show how children are progressing towards end of year expectations; this is described as working towards, secure and greater depth. 'Working Towards' may also mean that children are assessed against key performance outcomes from an earlier stage; from 2019 20 this information will be stored on "INTEGRIS AND HELLO DATA", our whole school data tracking tool. As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm. Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National and School curriculum.

MEASURE & MONITOR PROCEDURE

At CPS, progress is measured and monitored in the following ways:

- Pupil Progress Meetings - held 3 times a year, create notes about individual pupils/groups not reaching or moving beyond the expected standard, barriers to learning e.g Attendance, intervention, booster or Wave 1 "catch up" programmes.
- Teacher and TA Appraisal - Pupil Progress Targets highlight key pupils who will be monitored closely from year start to end with strategies to accelerate and measure progress agreed (linked to PPMs).
- Assessment Points - Data Capture Form summarises achievement and identifies any cohort issues to be addressed. See above data drop information.
- Tracking Grids – after each data drop, summarised data will be shared with all staff
- Test score record sheets - increase in total scores indicate progress.
- Closing the Gap PP/ Plans – The PP tutor will carry out a diagnostic test on children who are not progressing with their intervention and will then plan termly support
- Reading Records/Guided Reading logs
- Reading/Spelling Ages - used to show progress for lower attainers

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- Children's books - book scrutiny monitoring reports will identify progress; pre-and -post assessments, writing journeys, and response to feedback are positive progress indicators
- End of Year Progress (class/year group/whole school) - summarised as part of assessment point 3 PPMs and teacher appraisal review meetings. Reports provided for governor monitoring.
- Parent surveys and report reply slips - governors monitor views of parents regarding pupil progress; parents provide written feedback following end of year reports.
- INTEGRIS - this electronic tracking tool, adopted December 2020, is used to compare end of year attainment and to monitor the achievement of groups of pupils.

MODERATION

In order for judgements made against the Key Objectives to be valid and reliable, the school undertakes a range of moderation strategies throughout the year:

- Partnership moderation activities
- In school, moderation 3x a year

Feedback to children

At CPS we know that children are critical partners in the assessment process and ensure that they are effectively included. This is achieved through a range of strategies - see Feedback Policy.

Reporting to Parents

Parents receive verbal feedback from teachers at least twice a year (autumn and spring) and written feedback in July. Parents are informed whether children are meeting age related expectations and given feedback about their progress. Statutory Tests results in Y2 and Y6 are shared with parents and state whether children have reached the expected standard. The school website provides an overview of school performance based on actual results (attainment) and the value-added pupil progress that pupils have made from one Key Stage to the next (progress). This provides a simple comparison of school performance against national averages. For value-added progress measures, this comparison is based on the average progress made by similar pupils across the country (prior attainment, gender and month of birth).