



## Sandlings Primary School Assessment Policy

Date	March 23
Review	March 24
Reviewed by	Headteacher and Staff
<p>Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.</p>	
<p><b>Associated Policies</b></p> <ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• SEND</li> <li>• Marking and Feedback</li> </ul>	

### Intent

Learning is a change to long-term memory. Our aims are to ensure that our pupils experience a wide breadth of study. We use assessment in many ways to ensure that each child has at the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Our assessments fall into two categories:

1. **“Assessment for learning”** is an ongoing process and takes many forms. These ongoing assessments help teachers to understand the depth of pupil’s knowledge and skills and inform the next steps for teachers planning to ensure children make good progress; misconceptions, pupils may have in a specific area of learning, and children needing further support and those needing additional challenge can also be identified.
  
2. **“Assessment of learning”** - uses formal assessments as a summative measure of the children’s learning overall - which helps us to measure children’s performance against national standards as well as continue to identify gaps and next steps and hold staff to account for the progress and attainment of children.

### Implementation

#### In Lessons

In lessons a range of assessments opportunities are used which include: Questioning, mini assessments such as timetables tests, end of unit objective sheet assessments to record teacher’s assessment and pupils’ self-assessment and as well as ongoing marking and feedback. (see marking and feedback policy)

At the end of units additional assessment work may take place such as maths end of unit assessments or reading comprehensions. Spellings are tested weekly.

Teachers in addition to their own ongoing knowledge of pupil's strengths and development areas, keep their own records of assessments i.e. ongoing reading notes and information to inform assessments of all other areas of the curriculum which are inputted into our on line data tracking system at the end of every term.

### **Interventions**

Some pupils may require additional intervention support and ongoing assessments are made by the intervention teacher such as phonics knowledge or emotional assessments using THRIVE assessments to inform their work and monitor progress.

### **Formal Tests**

We use PIRA (a reading test) and PUMA (a maths test) termly. These are used to identify gaps to inform planning and to assess whether children are making progress and working at an age related expectations. In addition, each term children are tested on high frequency words.

Children may also be tested using past statutory papers for phonics, KS1 and KS2 tests, to identify gaps to ensure children leave each key stage working at age expectations having made good or better progress. Giving children opportunities to use past papers also supports children in terms of reducing stress and developing a positive and resilient attitude to formal testing.

### **School Data Tracking**

Each term, information is collated to feed into our online data system – the Chris Quigley Depth of Learning tracker. This information is used to identify gaps in pupils learning and to ensuring that all groups of children including the most vulnerable make good progress. Pupil's assessments in all curriculum subjects are inputted into the system.

### **Statutory Testing**

#### **Statutory testing takes place in the following year groups**

Year 1 -phonics (June)

Year 2- reading writing maths and phonic re takes (month of May)

Year 4 – times tables (June)

Year 6- reading writing maths SPAG (usually second week of May)

### **New Pupils**

In order to quickly ascertain a new pupil's strengths and gaps, within their first week, pupils are tested using the term before PUMA maths paper and PIRA reading paper. A Salford reading test and Young's spelling test are used to ascertain a reading level and a spelling age. A new pupils writing is assessed using their first big write using the depth of learning criteria to gauge the children's writing capabilities

### **Inclusion**

We assess children's whatever their ability and individual needs, we strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. This may include adapting test papers, splitting tests into manageable sections, providing readers and scribes. In some instances, we may feel it best that teacher assessment is best for some children if they are not working at the levels expected for Statutory testing. In these instances, National guidelines are followed.

### **Resources**

All resources are stored centrally

- Staff are responsible for informing the assessment coordinator, when extra resources are needed,
- We purchase PIRA and PUMA termly tests and associated online data collection tool
- We subscribe to the Chris Quigley online tracking system "Depth of Learning"
- Other materials used by teachers are found on online support packages for teachers such as Test Base

Twinkl and Hamilton Trust

### **Impact**

Using a range of techniques and information to assess our children's depth of learning enables us to be well informed about a child's level of knowledge and skill, any misconceptions they may have as well as their ability to retain information and draw on previously learnt knowledge thus ensuring children make good progress from their starting points and whole school data is in line with or exceeds national data.

### **Pupil Data**

We teach and assess three cognitive domains: Basic, Advancing and Deep across the three milestones (Years 1 & 2 3 & 4 5 & 6) and it is expected that at the end of each milestone most children will be at an advancing understanding and some will have a deeper understanding. We assess the children's depth of understanding in all areas of the curriculum, each term, and use this information to assess whether pupils are on track to meet expectations by the end of each milestone.

### **Reporting to parents**

We report on pupil's achievements, attainment and progress and attitudes to learning in termly reports and at parent's evenings in the Autumn and Spring terms.

**Monitoring and review**

Leaders monitor pupil outcomes and progress for all pupils and will include analysis of different groups of pupils such as the most vulnerable i.e. boys, girls, EAL, FSM and MOD.

Leaders meet with teachers half termly to discuss pupil progress and this is in turn shared with governors.

Each term the senior leadership team will moderate a range of reading, writing, and maths assessments to ensure accuracy of teacher assessments,