

HOLY TRINITY PEWLEY DOWN

ASSESSMENT POLICY

'Assessment is, indeed, the bridge between teaching and learning' Dylan Wiliam

Opening Statement

'If we are going to use assessment in an intelligent way, we need to ask ourselves two questions; what are we trying to find out and what will we do differently as a result?'
Clare Sealy

At HTPD assessment is an integral part of the teaching and learning process. Effective formative assessment is continuous and forms part of the teachers' planning and teaching of all lessons.

There will be regular summative assessments at the end of different units of work; these may take the form of a mini test/questions set by the class teacher or for children higher up the school, a written self-explanation.

Formative assessment and summative assessment strategies together allow teachers to check for understanding during lessons and to find out what children have understood and remembered at the end of a unit of work. They can then adapt teaching and planning accordingly to address misconceptions and any gaps in knowledge and understanding.

AIMS

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do
- To help our children understand what they need to do next to improve
- To have high expectations of all children; ensuring learning opportunities can be accessed by all and allow for children to work at greater depth and not put a limit on what children can achieve
- To provide regular information for parents that enables them to support their child's learning
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school
- To enable the school to set realistic and challenging targets for the end of EYFS, Year 1 phonics, Year 4 MTC and end of Key Stage 2 tests

Assessment in Action

'Diagnostic assessment is powerful. However, it only has power if you use what you find out to flex your teaching in the moment to address misunderstandings.' Clare Sealy

A range of assessments are used, including 'day to day' in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Day to Day Formative Assessment

Teachers are expected to keep their own records to track children's progress. The SLT give the teachers professional trust that their records are detailed enough to give sufficient information about the children's progress and attainment. The head teacher, SLT and subject leads monitor the progress of the children and the teaching and learning in each year. There are twice yearly progress meetings for each year group.

Feedback is an integral part of assessment and effective feedback is paramount for children making progress. Please see the Feedback Policy for more information.

We plan our lessons with clear objectives that identify the core 'sticky' knowledge that we want children to learn and remember. Planning ensures that all children can access the learning and are appropriately supported or challenged. Through continuous formative assessment during lessons, teachers are able to ensure that teaching is adapted to allow the opportunity for all children to succeed.

Teachers plan assessment opportunities into lessons in an age-appropriate way. They will use the information to guide and inform future teaching, or adapt teaching during the lesson if necessary, as they check for understanding through careful questioning. These strategies may include:

- rich questioning and answer sessions
- talk partners and 'Think-Pair-Share' (with sufficient individual thinking time)
- mini whiteboards
- children's self-assessment of their own learning
- directed questioning – with sufficient individual thinking time when appropriate
- marking children's work
- observational assessments
- self-explanations
- low stakes quizzes
- effective retrieval strategies and techniques to ensure learning is transferred from short term to long term memory

In-school Summative Assessment

Summative assessments are used to monitor and support children's learning and progress. They will provide information about how well children have learned and understood a topic or unit of work taught over a period of time and will support teachers in planning for subsequent teaching and learning. They are also used at a whole school level to monitor performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Summative Assessments:

- NFER standardised reading each term for Years 2-6, and at the end of term two and three for Year 1.
- White Rose Maths Assessments at the end of each term in Years 1-6. The question level data is inputted into Smart Grade for further analysis.
- Dibels fluency reading each term for Years 3-6.
- Little Wandle phonics assessments each half term in Year R and Year 1. These continue into Year 2 for children doing catchup.
- Little Wandle fluency assessments in summer term Year 1 and Year 2.

Summative termly test information (NFER/White Rose/Dibels) is input into Insight Tracking.

There are regular opportunities for shared moderation within and across year groups to ensure consistency of judgements in writing.

Foundation subject knowledge is assessed at the end of a unit through quizzing, written explanations/paragraphs etc. Any key 'sticky' knowledge that has been remembered less well will be revisited at a later stage. On-going retrieval strategies aid 'sticky' knowledge moving from short term to long-term memory.

Subject leads have regular pupil chats with groups of children to assess the retention of key 'sticky' knowledge and level of understanding in a particular curriculum area.

Summative assessment tests are carried out in as stress-free a way as possible and are just one piece of evidence to track children's progress. Results are considered alongside the far more important culmination of the term's formative assessment.

A teacher assessment is made each term for: Reading, Writing, Maths, Science, History, Geography and RE, and for the other foundation subjects at the end of the year. Evidence is gathered from many different sources (work in books, summative tests, teacher professional judgement from observations in class). These are input into Insight Tracking each term for analysis by SLT and subject leads.

Children in Year 1 – 6 are assessed at one of four stages at the end of the school year:

- Pre-key stage (PKS)
- Working towards expected standard (WTS)
- Working at the expected standard (EXS)
- Working at greater depth within the expected standard (GD) (for reading, writing and maths only)

Individual children's needs are considered when planning assessment opportunities (particularly those with SEND and EAL)

Statutory National Summative Assessment

These tests provide information on how the school is performing in comparison to schools nationally. It can be used as a starting point for discussion when making a judgement about a school's performance.

The Reception Baseline Assessment is an activity-based assessment of pupils' starting points in:

- Language, Communication and Literacy
- Mathematics

Children use practical resources to complete tasks and teachers record the results on a laptop, computer or tablet. The outcome of the Baseline Assessment is not be used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting Reception. No numerical score is shared and the data will only be used at the end of Year 6 to form the school-level progress measure.

The EYFS framework is used for Reception teachers to make accurate judgements about each child's level of development at the end of the Early Years Foundation Stage (EYFS). Assessments in Foundation Stage are continuous and ongoing.

A statutory phonics test is taken by all children in Year 1. It is repeated in Year 2 if they did not meet the threshold in Year 1.

A statutory multiplication tables check is taken at the end of Year 4.

End of Key Stage 2 statutory tests take place in the summer term in: Grammar, Punctuation and Spelling, Reading and Maths for Years 6. A teacher assessment is made in Writing and Science. These are reported nationally.

Reporting to Parents

This is done regularly, both formally and informally. It is regarded as a vital part of the assessment and communication policy of the school.

At the end of the year, we issue a written report to parents and identify targets for the next school year. There is a parent feedback form with the end of year report and also an informal opportunity to discuss the report with the teacher at the end of the school year.

The report gives an end of year teacher assessment in all subjects of whether a child is working towards the expected standard or working at the expected standard (including working at greater depth within the expected standard for reading, writing and maths only).

Parents are welcome to discuss their children's progress and more detailed assessments at any time; this is made clear to parents at the start of the year.

EYFS parents receive the results of the EYFS Pupil Profile.

End of year reports give results for any national statutory tests taken by children.

Each year group writes a weekly 'Just to Let You Know' for the website. This gives parents information that identifies the main areas of study for the week and identifies how parents can support any elements of the work at home.

In the autumn and spring terms, we offer parents the opportunity to meet and discuss their child's progress with the class teacher.

Feeder Meetings (Year end and Infant and Secondary liaison)

During the summer term, all teachers meet individually with each new teacher for the child's following year. This includes Year 6 who give detailed individual reports, in person, to all feeder secondary Year 7 co-ordinators. Year 3 teachers carry out a similar process when they meet all feeder teachers during the summer term. Year R teachers visit feeder nurseries. Discussions include: all aspects of the child's learning, as well as spiritual, moral, social and cultural development. The SENDco will also speak to the corresponding SENDco at a feeder school regarding pupils with SEND.

These meetings are held before the end of the summer term, allowing for subsequent meetings to be held in the first half of the autumn term.

Year 6 teachers also visit Year 7 children at our main feeder schools during their first term.

The SLT are responsible for reviewing and updating the assessment policy. Along, with subject leaders, they are responsible for monitoring and evaluating the effectiveness of assessment practices in the school.

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Author: Vicky Ellis Helen Pronger

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