



The Three Rivers Federation

Owner	T&L
Approver	Peter Grierson
File Reference	Three Rivers/Policies/Q of E

DOCUMENT TITLE: Assessment Policy

Version	Summary of change	Reviewer	Date	Approver	Date
(date)		(governor)	(date)	(which committee)	(date)
2019		JO'D	15.7.23	Q of E	FGB 17.7.23
2019		PG and EW	18.10.23		
2019	Removed valued added statement	PG and EW	17.09.24	Q of E	

Assessment Policy – October 2019

Our assessment system aims to improve pupils' development, progress and achievement. Children's progress is closely monitored at Clyst St Mary Primary School and Stoke Canon Primary School so 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 can progress in their learning while considering 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 ongoing, 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

National summative assessment

EYFS Baseline and Profile

- We gather information from the child's nursery setting, which is carried out before a child attends school by our Foundation Stage Teacher. Careful observations are also made alongside completing the national RBA (Reception Baseline Assessment) to assess the children's starting points during their first six weeks of starting school. These observations are captured throughout the year. The children also have an online Learning Journey (Tapestry), which helps us store information throughout the year.
- EYFS teachers are responsible for reporting pupils' attainment at the end of the year on the EYFSP (Early Years Foundation Stage Profile) using a 1 and 2 scale which mirrors the school's 'emerging / expected' reference points. The main purpose of the EYFS profile is to help create a smooth transition into Year 1. The profile results will be shared and discussed with the child's Year 1 teacher to enable them to plan activities to meet the needs of all children in the class and to develop an understanding of each child's needs. The results of the EYFSP assessments are reported annually to the parents.

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 students who did not meet the required standard in Year 1 will participate in a phonics check in the Summer Term. A Year 1 teacher will administer this assessment, and the results will be reported to parents.

SATs & Summative Assessments

- Year 6 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', Year 2 will continue the government assessment materials.

Year 4 Times table assessment

In-house assessment - formative and summative assessments.

Teachers across the Federation assess regularly and use our school tracking system, which is informed by a range of formative and diagnostic assessment tools.

Examples of these include:

- White Rose Maths Hub Termly Assessments (Y1-6)
- Endpoint assessment in Maths.
- NCETM Mastery Materials for some year groups
- White Rose Maths Hub Maths resources and end-of-unit tests
- Spelling tests
- Termly Nfer written reading comprehension tests (CSM)
- STAR reader assessment(SC)
- Times table testing
- Scaffolded and independent writing tasks through teaching sequences
- Internal and external moderation of writing
- Teachers' spreadsheets / mark books / highlighted sheets etc.
- EGG sheets
- Science model assessment.
- RWI assessments
- Termly DT assessments
- SCARF assessment

Wider curriculum assessment

Retrieval practice activities.

Marking and feedback

Ongoing formative assessments using hinge questions to adapt teaching to address misconceptions, check to understand, and plan for the next steps.

Both schools use a termly tracker to monitor pupil progress in Maths, writing and reading. This details the individual target for the child based on the end of key stage achievement. Teachers indicate whether the child is on track for their target, below or exceeding. Data is collected on age-related performance and a breakdown of SEN, PP and gender statistics. Each term assessment is carried out, and results are recorded on the tracker, followed by meetings between the class teachers and SLT for discussion. These meetings ensure the progress of all children is considered and children who require extra support to achieve their goals are identified.

Across the Federation progress is measured by:-

- Besquared assessment
- Intervention groups
- Test score record sheets
- Reading records
- Spelling journals
- Number bond screening
- Children's books
- Parent reports and parents' evenings
- Tapestry
- Endpoint assessments - Maths
- Guided Reading

Progress is monitored in the following ways:

- Assessment week
- Assessment meetings
- Tracking grids
- Governor reports
- External advisors
- Subject lead monitoring
- Book scrutinies
- Pupil conferencing
- Retrieval practice

Moderation

For judgments made against the Key Objectives to be valid and reliable, the school undertakes a range of moderation strategies with Stoke Canon Primary School and Whimple. EYFS and end of Key Stage 1 and 2 teachers attend statutory assessment meetings and briefings. There is also external moderation by the local authority.

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 meet age-related expectations and give feedback about their progress.

Statutory Test results in 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) 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).

