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ASSESSMENT POLICY

The purpose of this policy is to support school improvement and raise standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at Parkside Community Primary School and will ensure that assessment practice in school adheres to the DFE Assessment Principles 2014 and our school vision and values.

Assessment at Parkside follows the principle that assessment will only be accurate and valuable if it is the result of rich and immersive learning opportunities. Assessment should not seek to label pupil's achievements but instead identify areas where teaching is required so that quality and meaningful opportunities can be planned in order to progress pupil's knowledge and understanding.

Aims and Principles of Assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting pupil's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- The school ethos promotes and emphasises the opportunity for all pupils to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting pupil's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents
- Pupils take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- Assessment is inclusive of all abilities.

Delivery

At Parkside we use three overarching forms of assessment:

Formative Assessment
Summative Assessment
Nationally Standardised Assessments

Formative assessment

Formative Assessment is an integral part of teaching and learning. It helps pupils to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or enrichment activities to deepen understanding as necessary and informs progress. It enables teachers to evaluate their own teaching of particular concepts and to plan future lessons accordingly.

Impact of Formative Assessment will:

- support pupils in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every pupil will be appropriately supported to make progress and meet expectations.
- report progress to parents via termly consultations and reports, providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. We always strive to reinforce the partnership between parents and school in supporting their children's education.

Examples of Formative Assessment

- Rich questions and answers
- Observations
- Regular short re-cap plenaries
- Scanning work for pupil attainment and development
- Discussions with pupil and verbal feedback
- Pupil self-assessment e.g. purple pen self-marking against agreed success-criteria
- Peer marking

Summative Assessment

Summative assessments will be used to monitor and support pupil's progress and attainment. They will provide them with information about how well they have understood a unit of work taught over a period of time, providing feedback on how they can continue to improve. Summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of summative assessments to evaluate both pupil learning at the end of a unit (based on phase outcomes) and the impact of their own teaching (based on class-phase outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. Summative assessments will also be used at whole school level to monitor the 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.

Examples of Summative Assessments

- Baseline Assessment in Year R
- Short end of unit tests or tasks
- Monitoring through Pupil Progress Meetings
- Twice yearly 'best fit' assessment relating to the National Curriculum age related expectations reported on Arbor for Reading, Writing and Maths.
- End of year tests
- Reviews for disadvantaged / SEND pupils
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.
- Termly diagnostic maths tests (Y1-6)

National standardised Summative Assessment

Nationally standardised assessments will be used to provide information to the school and parents on how their children are performing in comparison to children nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

Examples of Nationally Standardised Summative Assessments

- Early Years Profile
- Phonics Screening in Year 1
- Year 2 Phonics Screening retakes
- National Curriculum tests at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2
- Y4 Times Table Tests

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of pupil's special education needs and any requirements for support and intervention.

EYFS

Assessment in the Early Years at Parkside is gathered through daily observations by a key worker (a minimum of one observation per child per week) and targeted play activities. The Foundation Stage practitioners have weekly assessment meetings so that all staff involved are working collaboratively to assess children, gather evidence and plan next steps. The evidence collected to substantiate the assessments is displayed in the pupils' learning journeys, with the 'Early Learning Outcomes' statements and 'Characteristics of Effective Learning' being highlighted as achievements are made. The Local Authority provided SIMs software is used to track progress against all seven areas of learning on a termly basis. The 'Tapestry' iOS app is used as an evidence gathering tool and a way of sharing pupil's achievements with parents / carers through photographs and videos. Parents also have the opportunity to share information or achievements of their child from home. In the Summer Term, assessments against

'Early Learning Goals' are gathered. Those who achieve the three prime areas plus literacy and maths achieve a 'Good Level of Development'.

The Role of the Governors

Governors have a crucial role in ensuring the school has accurate assessment information for all pupils. Although Governors will not know individual pupil's results, it is essential that governors are aware of how groups (disadvantaged etc) are performing and the progress they are making.

The school will report to the governors termly on progress made in each year group and for each identifiable group of children. The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2 and the school must provide robust action plans following each year's results. Governors will provide challenge for the school and will meet regularly with subject leads to review progress.

Training for staff

As part of the induction programme, new staff will be provided with a copy of this policy. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including inset or direct support. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. In making use of external assessment systems, the school will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Documents linked to this policy:

- Marking and Feedback Policy
- Teaching & Learning Policy
- Curriculum Policy