



# Lawrence View Primary and Nursery School

## Assessment Policy

### Introduction

At Lawrence View Primary School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential. The school follows that statutory national curriculum and the assessment policy has been developed in line with this. Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" Assessment for Learning: Assessment Reform Group 2002.

### 1. Aims

Through our assessment and reporting practice, we aim to:

- ensure that assessment practice in school adheres to the statutory DFE Assessment Principles 2014 and the school Values;
- support school improvement and the raising of standards of achievement and attainment for all our pupils by:
  - o ensuring early and accurate identification of individuals' needs, so that support and sufficient challenge can be implemented;
  - assessing pupils' knowledge and skills and how they are able to apply these;
  - providing information on which to base planning for future teaching and learning opportunities that reflect the needs of all children;
  - providing useful data for analysis, whole-school planning and accountability.
- enable all staff to understand the purpose of assessment in their daily work and to use it to enhance the quality of learning and teaching through accurate, consistent and comprehensive assessment;
- provide clear guidelines on our approach to formative and summative assessment;
- establish a consistent and coherent approach to assessment and recording summative assessment outcomes and accurately reporting this to parents;
- involve staff, children and parents in the assessment process;
- work with other agencies as needed;
- facilitate moderation both across the school and beyond the school.

### 2. Statutory requirements

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy has due regard to:

- all the relevant legislation including, but not limited to: o Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- all relevant guidance documents including, but limited to: o recommendations in the [Commission on Assessment Without Levels: final report](#)
- statutory reporting requirements set out in [The Education \(Pupil Information\) \(England\) Regulations 2008](#)

- [Early years foundation stage assessment and reporting arrangements \(ARA\)](#)
- [KS1 assessment and reporting arrangements \(ARA\)](#)
- [KS2 assessment and reporting arrangements \(ARA\)](#)
- [Primary school accountability in 2019: technical guide](#)

### 3. Assessment approaches

At Lawrence View Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Assessment should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning. In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age as set out in the Primary Curriculum 2014.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### 3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve;
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

**The vast majority of our assessment is formative** on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This assessment can be in the form of questioning, quizzes, discussions and marking (these are just examples and not an exhaustive list). This kind of marking and feedback should be carried out in line with the school's Marking and Feedback policy.

At Lawrence View Primary School, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

#### 3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching;
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve;
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

**Summative** assessments are carried out termly for Reading, Maths, Grammar and Punctuation, Spelling and Science and writing. The school uses a range of tests including the NFER tests for Maths, Reading, Grammar and Punctuation in Years 1-6 and also past SATs papers.

The results from the tests are recorded alongside teacher judgements on EAZMZG as work secure, developing or secure plus to help track progress linked to the Fischer Family Trust predictions for end of Key Stage 2. The assessments are based on Key Performance indicators that are marked off on our assessment tracking system. These tests are taken during assessment week each term. Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and (where possible) also with other schools to help ensure that our assessment decisions are always objective and accurate.

### **3.3 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to understand national expectations and assess their own performance in the broader national context;
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

**Nationally standardised summative assessments include:**

- Early Years Foundation Stage (EYFS) profile at the end of Reception;
- Phonics screening check in Year 1;
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6);
- Times table test in Year 4.

## **4. Collecting and using data**

All data is recorded on EZMAG.

Scaled or standardised scores for Reading, Maths, Spelling and Grammar and Punctuation are recorded termly. These scores correlate to where the pupils are in relation to age related expectations (working below the expected standard, working towards the expected standard, working at the expected standard or exceeding the expected standard).

The outcomes of the assessments based on Key Performance indicators (linked to the Assessment Framework) are recorded using the above terminology linked to age related expectations.

Science assessments are recorded percentages and either working towards the expected standard (WTS) or working at the expected standard (EXS).

Using EZMAG, progress and attainment overviews are populated as well as progress matrices. These are used to identify where there are gaps in both attainment and progress and form part of pupil progress dialogues and termly whole school data analysis.

## **5. Reporting to parents**

Reports are shared with parents 3 times a year (Autumn 2, Spring 2 and Summer 2). Where Parents' Evenings take place reports are verbal.

Autumn 2 and Spring 2 reports include:

- Attendance (previous 12 months);
- Attendance from the start of the year up to the date that the reports go out;
- Behaviour and conduct comment;
- Information on whether or not the pupil is on track to achieve age-related expectations in reading, writing and maths;
- An attitude to learning comment for each of the core learning areas.

**Summer 2 reports include:**

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development;

- Comments on general progress;
- Arrangements for discussing the report with the pupil's teacher;
- The pupil's attendance record;
- Results of the Phonics Screening test (Year 1)
- The results of SATs (Year 2 and 6).

## **6. Inclusion**

The principles of this Assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment (e.g. B-squared, Boxall profiles) will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **7. Roles and responsibilities**

### **7.1 Governors**

Governors are responsible for:

- the overall implementation of this policy;
- ensuring that the policy does not discriminate against pupils, in accordance with the school's Equality and Objectives Policy;
- being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils;
- holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

### **7.2 Headteacher**

The headteacher is responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in core and foundation subjects;
- analysing pupil progress and attainment, including individual pupils and specific groups;
- using assessment data to hold staff to account through pupil progress dialogues
- prioritising key actions to address underachievement;
- reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

### **7.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

## **8. Links with other policies**

This assessment policy is linked to:

- Curriculum policy;
- SEND policy;
- Nurture policy;
- Marking and Feedback policy.

## **9. Autumn 2021 - Covid 19 Assessment Addendum**

Depending on the current National or Local Covid restrictions, Parents' Evening will take on an altered format e.g phone calls or online meetings (dependent on what is felt would be most suitable and effective at the time).

Moderation both in school and beyond school might look different with meetings taking place virtually or possibly being cancelled dependent on the current restrictions or situations that various other participants are in. Where possible, we will still try and have some form of moderation after each assessment cycle through.

Should a child or small groups of children be self-isolating during an assessment week, they will do their assessments on return to school.

If a Year 6 child is absent on the scheduled day of a SATS test and returns within 5 school days, schools should make an application for a timetable variation provided the Year 6 child has not mixed with other children who have already taken the test or had any access to the test content. STA will not approve timetable variations for unauthorised absences, family holidays or school activities such as staff training events, field trips and excursions. If a Year 6 child does not return within 5 school days, or an application for a timetable variation is rejected, they should be recorded as 'A' (absent) on the test attendance register.

Should the school be partially closed (all year groups other than vulnerable children and children from keyworker families), assessment week would be postponed to a more suitable date in the future.