



Simonside Primary School

Assessment Policy

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 children'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 children 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 children's progress, attainment and wider outcomes.
- assessment supports informative and productive conversations with pupils and parents.
- children 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.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment.'

Delivery

At Simonside Primary School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children 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 (corrective activities) or extension and challenge (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will

- support children in measuring their knowledge and understanding against learning objectives and key concepts, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- reference to success criteria in all tasks as appropriate
- using Mathletics and Bug Club (Reading)
- making use of rich question and answers
- Marking of pupils' work, particularly using 'pink for think'.
- Observational assessments
- Scanning work for pupil attainment and development
- Discussions with children
- No stakes quizzes (particularly effective when children have been given time to 'forget' and then try to remember)
- Pupil self-assessment e.g. self-marking against agreed success-criteria
- Peer mentoring
- Consistent checking on whether children can recall information after teaching, and then after increasingly longer periods of time.

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both a pupil's learning of skills and knowledge associated with a unit or period and the impact of the actual teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In-school 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.

A range of 'In-school-summative assessments' will be used including, for example,

- End of half-term tests
- Short end of topic or unit tests or tasks (taken some time after the end of the unit in order to check learning has transferred from short term memory to long term memory)
- Weekly Big Maths results
- Reviews for pupils with SEN and disabilities
- Half-termly assessments of which cognitive domain a child is working within a milestone i.e. Basic, Advancing, Deep (BAD). Teachers will record a child's progress on the Depth of Learning Tracker every half term. It is expected that a child will be at an Advancing level or Deep (Greater Depth) level by the end of the Milestone (Year 2, Year 4, Year 6). These BAD grids incorporate the programmes of study and the end of year and key stage expectations of the National Curriculum to ensure children make progress in all areas of their learning.
- Staff within Nursery and Reception will continuously assess children's progress using the Foundation Stage Development Matters statements. At the end of each term they will record 'Emerging', 'Developing' or 'Secure' within the different age bands of Development Matters. This information is then used to track progress, set individual targets, determine intervention needed

and gaps in learning. In June of the Reception year, staff will assess individual children's progress against the Early Years Foundation Stage Profile statements for all seven areas of learning. Results are shared nationally, locally and with parents.

- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess a cohort's 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.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

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 children and young people's special education needs and any requirements for support and intervention.