

# North Denes Primary School



## Primary Assessment Policy

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## **Statement of intent**

North Denes Primary School believes that, in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets
- Regularly monitoring progress.
- Acknowledging achievement.
- Working with other agencies as needed.

## **Principles**

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Inform planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

## **Rationale**

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Schemes of assessment also inform whole school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_

## **1. Key roles and responsibilities**

- 1.1.** The governing body has overall responsibility for the implementation of the Assessment Policy and procedures of North Denes Primary School.
- 1.2.** The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3.** The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4.** The headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of North Denes Primary School.
- 1.5.** The deputy head is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual Learning Plans (ILPs) for all pupils and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.
- 1.6.** The special educational needs coordinator (SENCo) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.
- 1.7.** Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.
- 1.8.** All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCo and head teacher.
- 1.9.** Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments. Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.
- 1.10.** Upper and lower school heads have responsibility for pupil progress and attainment – looking at interventions etc.

## **2. Training of staff**

- 2.1.** We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.

2.2. Teachers will receive training on the Assessment Policy as part of their new starter induction.

2.3. Teachers will receive regular and ongoing training as part of their development.

### 3. Definitions

North Denes Primary School:

3.1. Defines “assessment” as either:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

3.2. Defines “diagnostic assessment” as any activity which aims to quantify what pupils already know about a topic and gives teachers initial data from which to measure progress.

3.3. Defines “formative assessment” as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

3.4. Defines “summative assessment” as activities which assess final achievement at the end of the year or unit of work.

3.5. Defines an ILP as a plan which shows how a learner will get from their starting point on a learning journey, to the desired end point. (Individual Learning Plan)

### 4. Types of assessment

4.1. North Denes Primary School acknowledges that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):

Oral feedback, learning conversations, self-assessment, peer assessment, group assessment, targeted questioning, assessment of exemplar work of a range of grades, written feedback that links to assessment criteria, and use of test materials and data, use of ‘cold’ and ‘hot’ tasks.

4.2. Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

peer marking against the learning objective, two stars and a wish – identifying two ways in which the work meets the learning objective and one item that could be

improved, self-evaluation using the codes outlined in the marking policy , and highlighting or annotating pupils' own or a peer's work to demonstrate appropriate features or use of success criteria.]

## **5. Scheme of assessment**

- 5.1.** National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. North Denes Primary School has implemented the following system of assessment which addresses assessment without levels.
- 5.2.** Tracking of pupils is done by NC objective for reading, writing, GPS and maths within the online tracking system. The degree to which each pupil has mastered an objective is recorded against the objective. Please consult the scheme of assessment and assessment cycle documents in Appendices B, C, D and E for further information.
- 5.3.** Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise the following formal summative assessments:

[Early Excellence Base Line Assessment, EYFS Profile (Reception), NFER / PUMA(Maths), NFER (English) and individual moderated pieces of writing. In addition, pre and post tests – called 'cold' and 'hot' tasks- developed by year groups to inform teaching sequences.]

## **6. Target setting**

- 6.1.** Pupils complete baseline assessments at the start of the autumn term in year R and 3, which inform long-term national curriculum-based learning goals. Pupils joining the school other than at usual admission times are assessed as soon as possible on entry.

SEND pupils may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria. EAL learners, who are at the initial stages of learning English, are assessed using the Northern Association of Support Services for Equality and Achievement (NASSEA) assessment system for EAL learners.

## **7. Tracking and reviewing progress**

- 7.1.** Formative and summative assessment milestones are recorded electronically using the Pupil Asset tracker.
- 7.2.** Pupils are given the opportunity to review their progress through pupil mentoring sessions which are scheduled on a regular basis.
- 7.3.** To assist in guiding each pupil's learning journey, data snap-shots are taken at class, phase and subject level, three times a year, towards the end of each term.
- 7.4.** Pupil progress meetings for each year group are scheduled termly and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming.
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.
- Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.

**7.5.** Teachers, pastoral staff, key members of the senior leadership team and well-being practitioners meet regularly to monitor progress. The purpose of these meetings is to monitor pupils who were identified as underachieving in a number of subjects at pupil progress meetings, to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

## 8. Homework

**8.1.** Depending on the year group, homework is given daily and/or weekly. An outline of typical tasks and the frequency of homework is outlined below. For further detail, please consult the Homework Policy. We have a homework menu with a variety of activities which is reviewed half-termly.

Year group	Typical task	Frequency
Reception	Flashcard of new word sounds to practise at home. Pupils will also take home a sheet to practise the formation of the letter.	As new words are learned
	Learn keywords.	As new words are learned
	Reading homework will be given when the class teacher feels a child is ready and is confidently recognising a number of keywords by sight.  Children will only have homework on keywords and reading when they are ready.	Only given when child is ready. Once commenced, reading homework is daily

Year 1 and 2	<p>Flashcard of new word sounds to practise at home. Pupils will also take home a sheet to practise the formation of the letter.</p> <p>Reading for 15-20 minutes.</p> <p>Spellings to learn.</p> <p>Appropriate maths/number fact or times tables to learn.</p> <p>These will be changed when the children have learned each word/skill.</p>	<p>Daily</p> <p>Weekly</p> <p>Weekly</p>
Year 3 and 4	<p>Reading for 15-20 minutes.</p> <p>Spellings to learn.</p> <p>Appropriate maths/number fact or times tables to learn.</p> <p>These will be changed when the children have learned each word/skill.</p>	<p>Daily</p> <p>Weekly</p> <p>Weekly</p>
Year 5 and 6	<p>Reading for 20-30 minutes.</p> <p>Spellings to learn.</p> <p>Appropriate maths/number fact or times tables to learn.</p> <p>These will be changed when the children have learned each word/skill.</p> <p>Additional weekly homework tasks are set .</p>	<p>Daily</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p>

**13.1.** Homework tasks are set in line with curriculum objectives and expectations for each year group, and are used to formatively assess pupils' ability to practise and apply skills/knowledge learned in class.

## **14. Marking and feedback**

**14.1.** Marking of pupils' work should follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all children is achieved.

**14.2.** Marking and feedback should directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.

**14.3.** Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.

**14.4.** Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).

**14.5.** Marking and feedback strategies include:

Verbal feedback, two stars and a wish, in-depth teacher marking, peer-assessment, and self-assessment

**14.6.** When marking work, teachers identify patterns of spelling and grammar mistakes. Pupils are given opportunities to make corrections to their work. Additionally, pupils are assigned the task of learning the correct spellings as homework.

**14.7.** The quality of pupils' work is rewarded and sanctioned in line with the Behaviour Policy.

**14.8.** Achievement is rewarded in the following ways:

- Work stickers
- Certificates
- Entry into the Gold Book
- Star of the Week
- Proud Wall

## **15. Records and record keeping**

**15.1.** Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

Lesson plans, pupil work and work books, assessment records against objectives on the tracking system, pupil mentoring forms, pupil progress meeting records and reviews.

**15.2.** At the early years' foundation stage, each child's developments and achievements are finally recorded in the Early Years Foundation Stage Profile (EYFSP), which is based on teachers' ongoing observations and assessments. Children have learning journals, which are kept online, and are periodically printed out to share with parents or for moderation activities.

**15.3.** Summative assessment records, such as key stage 1 and key stage 2 examination results, are kept electronically and held for six years after the year of the examination.

## **16. Standardisation and moderation**

**16.2.** The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues
- Partnership with colleagues from other schools within the local cluster
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.

**16.3.** Portfolios of moderated work are kept securely by curriculum leaders.

## **17. Reporting**

**17.1.** Records promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

**17.2.** A written report for each pupil is sent to parents/carers each summer term. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.

**17.3.** For pupils at the end of key stages 1 and 2, additional information, including the details of SATs, is provided.

**17.4.** Parents/carers are invited to attend formal consultations (parent evenings) with the teacher during the autumn and spring terms. Pupil mentoring forms are shared with parents at this meeting. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times.

**17.5.** Class teachers or the head teacher may invite parents in for interview if required.

The headteacher reports progress to governors on a termly basis, in the form of a head teacher's report.

## **18. Links to other policies**

**18.1.** This policy also links to the Homework Policy, Behaviour Policy and Marking and Feedback Policy.

## **19. Policy review cycle**

**19.1.** This policy is reviewed by the senior leadership team in partnership with school governors and curriculum leaders on an annual basis.

## **Appendix A: Marking guidance**

This guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focussed marking as the principle method for providing feedback to children in order to raise standards of attainment.

### **Formative assessment and focussed marking:**

Formative assessment is based on the principle that, in order to make good progress, pupils need to be clear about the next steps in their learning.

Teachers use focussed marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

#### **Writing**

Focussed marking of children's writing should relate to either the specific learning objective communicated through 'Can I ...?' statements, or the next step target for each child.

Teachers should not correct every spelling and grammatical mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Spelling/grammatical errors may be corrected depending on the learning intention of the lesson, where children are given an opportunity to make corrections and practise spelling/grammar rules.

#### **Maths**

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to ensure that pupils demonstrate the way calculations are worked out. Teachers will assess the steps needed to enable pupils to make further progress.

#### **Other subject books**

Marking will be judged against the learning objective. Teachers will be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects.

### **Self-assessment**

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another child's work).

- Two stars and a wish (children identify two ways in which their work meets the learning objective and one thing that they could improve).
- Self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating own or a peer's work to demonstrate appropriate use of text features

## **One-to-one mentoring**

Staff will schedule a 'Pupil mentoring' session with pupils on a regular basis (termly). The aim of the discussions is to talk about the pupil's progress and identify next steps. Attitude, attendance and punctuality will also be discussed.

## Appendix B: Assessment materials, tools and tests

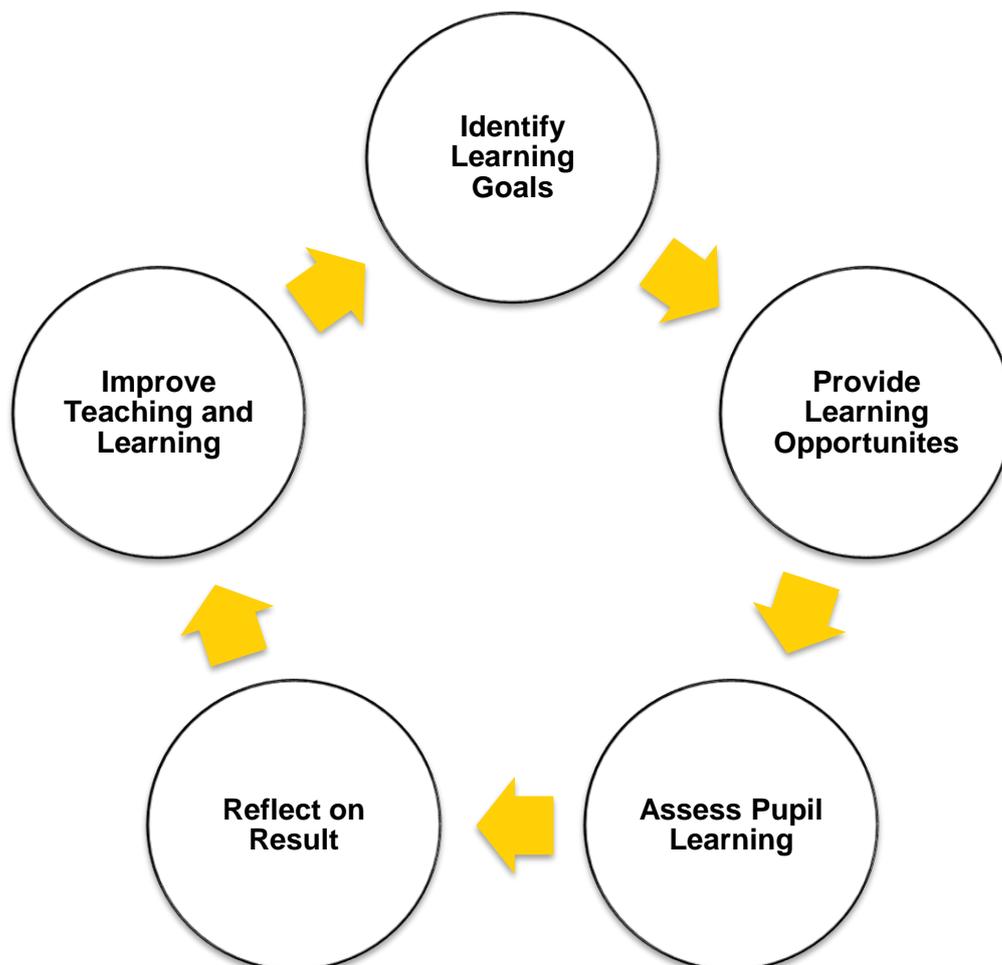
<b>Reading</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Guided reading records</li><li>• Summative tests</li><li>• Teacher planned comprehension tests/activities</li><li>• Phonic phase assessments (including flashcards)</li><li>• Hot and cold tasks</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples (independent where possible)</li><li>• Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/alternative graphemes)</li><li>• Results of class tests (e.g. weekly spelling tests)</li><li>• Summative tests</li><li>• Hot and cold tasks</li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Summative tests</li><li>• Hot and cold tasks</li><li>• Termly or half termly tests</li><li>• Times tables assessments</li></ul>

## Appendix C: School assessment schedule

Year Group	Autumn	Spring	Summer
<b>Reception</b>	On admission assessment <ul style="list-style-type: none"> <li>• Leuven scales</li> <li>• Characteristics of effective learning</li> <li>• Objectives from EEXAT</li> <li>• Wellcomm Language assessments</li> <li>• Half termly Phonics assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Leuven scales</li> <li>• Characteristics of effective learning</li> <li>• Objectives from EEXAT</li> <li>• Half termly Phonics assessment</li> <li>• Wellcomm Language assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Leuven scales</li> <li>• Characteristics of effective learning</li> <li>• Objectives from EEXAT</li> <li>• PUMA</li> <li>• Half termly Phonics assessment</li> <li>• Wellcomm Language assessments</li> </ul>
	<b>Phonics assessment every half term.</b>		
<b>Year 1</b>	Maths Mastery half termly tests NFER Reading assessment Writing assessed against national curriculum objectives Vernon spelling test	Maths Mastery half termly tests NFER Reading assessment Writing assessed against national curriculum objectives Vernon spelling test	Maths Mastery half termly tests NFER Reading assessment Writing assessed against national curriculum objectives Vernon spelling test
<b>Year 2</b>	Maths Mastery half termly tests NFER Reading assessment Writing assessed continuously against Interim Framework Vernon spelling test	Maths / Reading / SPAG 2016 SATs tests (QLA) Writing assessed continuously against Interim Framework Vernon spelling test	KS1 SATs tests Writing assessed continuously against Interim Framework Vernon spelling test
<b>Year 3</b>	Termly maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives Termly SPAG assessment Star Reader and maths assessments Vernon spelling test	Termly maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives Termly SPAG assessment Star Reader and maths assessments Vernon spelling test	NFER maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives NFER SPAG assessment Star Reader and maths assessments Vernon spelling test
<b>Year 4</b>	Termly maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives Termly SPAG assessment Star Reader and maths assessments Vernon spelling test	Termly maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives Termly SPAG assessment Star Reader and maths assessments Vernon spelling test	NFER maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives NFER SPAG assessment Star Reader and maths assessments Vernon spelling test
<b>Year 5</b>	Termly maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives Termly SPAG assessment Star Reader and maths assessments Vernon spelling test	Termly maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives Termly SPAG assessment Star Reader and maths assessments Vernon spelling test	NFER maths assessment NFER Reading assessment Writing assessed continuously against national curriculum objectives NFER SPAG assessment Star Reader and maths assessments Vernon spelling test
<b>Year 6</b>	Maths / Reading / SPAG 2017 SATs tests (QLA) Writing assessed continuously against Interim Framework	Maths / Reading / SPAG 2016 SATs tests (QLA) Writing assessed continuously against Interim Framework	KS2 SATs tests Writing assessed continuously against Interim Framework Vernon spelling test

	Y6 Science sample paper (QLA) Star Reader and maths assessments Vernon spelling test	Star Reader and maths assessments Vernon spelling test	
<ul style="list-style-type: none"> <li>• Hot and cold tasks are used in writing / maths/ science for all units from Y2 – Y6.</li> <li>• Foundation subject assessment grids are filled in every term tracking who is below / at / above ARE for the objectives covered.</li> <li>• National curriculum objectives that are covered in each unit are continually monitored and assessed against depth of understanding. This is recorded on Insight tracker.</li> <li>• Pupil mentoring sheets 3 x annually with targets set and reviewed individually between teacher and pupil</li> </ul>			
<ul style="list-style-type: none"> <li>• Boxall profile</li> <li>• Strength and difficulty questionnaires</li> <li>• Diagnostic matrix</li> <li>• Outsourced assessments for SEND pupils</li> <li>• Risk of harm assessments as required.</li> <li>• Nesy phonics and spelling for identified pupils.</li> </ul>			
Formative assessment: <ul style="list-style-type: none"> <li>• Questioning and ongoing feedback during the lesson.</li> <li>• Hot and cold tasks</li> <li>• Next steps marking</li> <li>• Success criteria.</li> </ul>			

## Appendix E: The assessment cycle



## Appendix F: Agreement forms

### North Denes Primary School



#### Pupil agreement

I, \_\_\_\_\_, agree to try my hardest in all of my subjects and tests and complete home learning to the best of my ability.

#### Signed by:

<b>Pupil:</b>	<b>Date:</b>
<b>Parent/carer:</b>	<b>Date:</b>
<b>Form tutor:</b>	<b>Date:</b>

### North Denes Primary School



#### Parental agreement

I, \_\_\_\_\_ understand that it is my responsibility to encourage my child  
\_\_\_\_\_ to try their hardest in all of their subjects and examinations and to ensure home learning is completed to the best of their ability.

#### Signed by

<b>Parent/carer:</b>	<b>Date:</b>
<b>Class teacher:</b>	<b>Date:</b>

