



Ashford Park Primary School
'Inspiring a love for lifelong learning'

Assessment Policy

Status of Policy	Date
Policy written / reviewed	October 2023
Agreed by staff	N/A
Review	October 2025

Ashford Park Primary School endeavours to ensure that all children make better than expected progress from their individual starting points. Formative and summative assessment are essential for supporting teachers to identify the knowledge and skills learnt and retained by children and to identify gaps and next steps in learning.

Assessments will include:

- Teacher / LSA feedback (please see Feedback Policy)
- Observations and interactions during whole class, group and 1:1 pupil conferencing
- Effective questioning
- Informal checks e.g. spelling, multiplication tables
- Formal summative assessments (including standardised and statutory tests)

This policy sets out procedures and protocols to enable this assessment to happen effectively.

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform effective, focused planning.
- To identify barriers to learning quickly and to provide appropriate support.
- To ensure data is robust and accurate.
- To ensure integrity of data through a consistent school-wide assessment system.
- To inform the Governing Body of the school's standards and achievement and provide information to inform the school's strategic planning.
- To meet the legal requirement for record keeping, assessing and reporting.

Effective assessment

- Offers all children an opportunity to show what they know, understand and the skills they can apply effectively.
- Enables teachers to identify areas for development and to therefore adapt planning to address these at all levels of attainment.
- Actively improves pupil outcomes through close assessment for learning procedures (see Feedback Policy).
- Helps parents to be involved in their children's progress.
- Informs the self-evaluation process by identifying strengths and therefore further sharing of good practice; and by identifying areas for development and therefore focussed improvement priorities.

Whole School System

The school uses Target Tracker as an assessment tracking system. Teachers regularly input formative assessments on to the system to inform the next steps in planning. Summative assessments are conducted throughout the year, as per the assessment timetable, and are used to inform judgements alongside teachers' professional judgements. Moderation takes place approximately six times across the year, in year groups, key stages and across key stages to ensure assessments are robust and consistent across the school.

Continuous assessment for learning

The school believes that continuous assessment for learning is key in driving pupil progress. Through the assessment and feedback process, teachers are able to shape learning around the needs of each pupil. Teachers use continuous assessment throughout lessons to reshape learning tasks so that all children are challenged effectively. The Feedback Policy is an integral part of this practice.

Formative Teacher Assessment

Formative assessment is central to classroom practice and planning. Learning objectives and success criteria are shared with pupils and teachers discuss with pupils how the learning objectives can be achieved. Formative assessment takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school to build pupils' skills in critical thought, monitoring of their own work and to become more independent learners who take responsibility for their own learning. Assessments are recorded on Target Tracker on a continual basis.

Summative Teacher Assessment

More formal assessments are carried out to prepare children for the style of national tests and to support the professional judgement of the class teacher.

In years one to six, we use standardised tests for reading and maths to make sure that teacher judgements are in line with national age-related expectations. We follow the White Rose Maths scheme and use their end of unit tests and termly assessments to support the assessment process. At the end of each term, children sit standardised tests in reading (PIRA) and spelling, punctuation and grammar (SPaG / GPS). At the end of each academic year, children sit a standardised maths test (PUMA).

As we use Target Tracker to record teacher assessments, we are able to benchmark our pupils' progress and attainment against over 6500 primary schools nationwide (the largest set of assessment data outside of the government's statutory assessment data). This valuable tool enables teachers and senior leaders to judge pupils' academic achievement against other pupils nationally.

National Assessments

Autumn term 1	Reception Baseline Assessment (RBA)
May	KS1 Optional Assessments Tests: Reading, Maths, Grammar, Punctuation and Spelling. <i>KS1 optional tests are used to inform teacher assessment. Schools are not required to report results to parents.</i> KS2 Statutory Assessments Tests (SATs): reading, maths, grammar, punctuation and spelling
June	Y1 Phonics Screening Check Y2 Phonics Screening Check (for children who did not pass in Y1) Y4 Multiplication Times Tables Check (MTC)
June	EYFS Teacher assessment: Early Learning Goals / meeting a Good Level of Development (GLD) KS1 teacher assessment of reading, writing and maths KS2 teacher assessment of writing and science

SEND

The majority of pupils with Special Educational Needs (SEND) are assessed in line with their peers. Some pupils may also participate in specific testing to identify particular learning needs or gaps in knowledge. In National Curriculum tests, some SEND pupils may qualify for additional support arrangements during testing e.g. extra time or a reader / scribe. This is dependent on yearly criteria set by the DfE. A small proportion of SEND pupils may not be able to access national assessments as they are working below the level of the key stage curriculum. These pupils are assessed using teacher assessment against pre-key stage standards or The Engagement Model.

Acorn Centre

Pupils in the Acorn Centre are assessed using B Squared for reading, writing, speaking and listening, mathematics and PSHE. Pupils who are preparing for learning are assessed using engagement steps. This assessment software ensures pupils are assessed accurately and their progress is tracked. A focus on continuous assessment helps identify next steps and supports pupils to achieve their full potential.

The Target Tracker assessment system is used to track science and foundation subjects taught by mainstream teachers. Teachers regularly input assessments onto the system and use this to inform their planning alongside their professional judgement.

Targets set during annual reviews under the four areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and physical, are broken down into half-termly targets which are RAG-rated and reviewed regularly. These are shared with parents during parent consultations and at annual review.

If appropriate, pupils from the Acorn Centre sit national statutory assessments. Pupils can be made exempt from sitting these if they are significantly below age-related expectations. Home and school will discuss this, as the time approaches for these assessments.

Reception

Children in Reception are tracked on the Development Matters bands of the Early Years Foundation Stage Curriculum.

At the beginning of the year a 'baseline' assessment is made noting observations about a child's strengths and areas for development. Teachers assess which children are 'on track' for the start of reception year and which children are 'working towards' age-related expectations. This information is shared at the first parents' evening and the children's areas for development are shared. Children's significant achievements are recorded through careful observations of individual learning, focussed tasks and how they talk about their learning.

Records are kept of key moments of reception pupils' development and families are invited to contribute to this to include achievements observed in the home environment.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

At the end of the EYFS year the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is at the age-related expectation or is emerging into this.

A robust handover between reception teachers and Y1 teachers is conducted to ensure that every child's individual needs are continued to be met.

Pupil progress meetings

Pupil progress meetings are a supportive and collaborative process held between the senior leadership team (SLT) the SENCos and teachers three times across the academic year. The purpose of these meetings is to support teachers in identifying groups or individuals who require additional support and to plan for this to be implemented efficiently and effectively. Subsequent meetings evaluate the impact of any interventions or supportive actions with a view to informing future measures of support. The purpose is for senior leaders to work collaboratively with teachers to endeavour to achieve the best possible outcomes for every child.

Reporting to parents

All assessment data on individual children is available at any time to parents on request. Progress and attainment against age-related expectations is shared with parents during parent consultations in October and February and via the end of year report with the option for a meeting in the summer.