



## Assessment Policy

Date Agreed: April 2025

Date of Review: April 2026

Assessment is an integral part of teaching and lies at the heart of promoting children's learning. It can provide a framework within which Educational objectives may be set and pupil progress charted and expressed. It forms the basis for planning the next educational steps in response to the child's needs. This policy outlines the purpose, nature and management of assessment in Coates Primary School. The implementation of this policy is the responsibility of all staff.

### **Nature and Purpose of Assessment**

Assessment has three main functions:

- a) To help in planning work by informing the teacher about what a child can already do; i.e. What he/she has attained. (formative assessment/assessment FOR learning)
- b) To inform teachers, schools and parents about what a child has so far learned to do by the end of a particular stage. (summative assessment/assessment OF learning)
- c) To facilitate realistic target setting.

The majority of teacher assessment will be formative and for that reason must be an on-going activity in all classrooms. It should help teachers to:

- plan work matched to children's attainment level identify where specific help is required
- help and ensure children progress

### **Entitlement**

Teachers of children in Year 6 will be responsible for administering the end of Key Stage 2 SATs and teachers of year 2 will be responsible for administering KS1 assessments. Teachers in Year 1 will be responsible for administering the phonics tests. Teachers in the EYFS will be responsible for administering assessments in the Early Years Foundation Stage in accordance with national and local authority guidance.

In addition to statutory requirements other formalised assessments will be carried out according to the assessment schedule.

**The programme for assessment will include:**

Ongoing school reading assessments

Ongoing RWI phonics assessments

Ongoing school writing assessment

Ongoing termly maths and English assessments through PIXL assessment systems, White Rose, Century.

Speaking and Listening assessments

Science assessments linked to National curriculum age expected levels.

All core and non-core subjects are assessed as part of the National Curriculum age expectation guidance using teacher assessment school systems

All data is kept with the children's ongoing pupil profile/in school assessment systems

**Implementation**

Formative assessment arrangements reflect the National Curriculum guidance. Assessments should be considered at the planning stage in order to ensure that work is matched to the range of levels at which the children are working within each class. The school planning requirements identifies the programme of study to be covered.

Regular meeting time will be set aside for whole school standards and achievement meetings specifically for assessment trials, provision mapping, monitoring, marking, sharing planning.

Leaders of subjects will maintain whole school portfolio of assessed work and also subject folders which support progress in their subject which impact their work on standards and achievement.

**Responsibilities**

Each teacher has a responsibility to assess children, record attainment and verify their assessment.

In addition the Headteacher will need to ensure that:

National Curriculum is being implemented this includes the statutory assessment arrangements

There is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence

Teachers have adequate opportunities to become familiar with National Assessment Standards

Schools assessment standards conform to National Standards and there is a developing understanding of these within the school

**The Leadership Team will be responsible for ensuring:**

SATS are administered during the appropriate period of time.

All relevant standardised scripts are ordered and supplied to the appropriate teachers

All manuals are distributed and returned

All special arrangements are organised

Headteacher has copies of all standardised test results

Profile is produced to show data for school prospectus and other official documents

Regular agreement trials to assist the development of consistent assessment standards

Reviewing the schools assessment and policy arrangements

**Year 6 teachers will be responsible for:**

Administering the Standard Assessment tasks in English and Mathematics.

Completing the appropriate record forms and the results to parents by the end of the Summer term

Undertaking appropriate assessment training

Preparing official transfer summative record sheet

**All teachers will be responsible for:**

Administering marking and standardising tests

Contributing to whole school assessments

Maintain the children's finished work as evidence

Preparing official records for transfer to receiving schools at the request of the Headteacher

Planning assessment activities for work to support their judgements

Participating in arrangements for target setting

Maintain progress records and pupil profile

## **Record Keeping**

Record keeping is an essential adjunct and pre-requisite for good teaching. Its primary purpose is formative. It also provides the basis for reports and discussions with parents. However it must not be so detailed that it hinders teaching and learning.

As a staff our aim is to achieve continuity and progression in each child's learning; the achievement of this aim is founded on the quality of the records which we keep and the use to which they are put by the teacher in planning future learning.

All teachers will maintain progress records, this may include additional notes as well as the agreed assessment sheets in exercise books

## **Implementation of Record Keeping Requirements**

Each teacher will be responsible for maintaining the following:

Individual assessment sheet - Standardised Tests

A detailed medium term plan of teaching and assessment activities

Maths/English progress/attainment sheets

There will be information for each child containing the following:

Copies of child's written reports to parents including interim report

Individual assessment sheet - Standardised Tests

When a child moves to a new school all of the above records must be sent, updated within 15 days.

All teachers will keep books including selection of top, middle and bottom as best practice for the following year then the completed books can be returned to the parents.

## **Reporting to Parents**

Each year there will be three opportunities for parent - teacher contact.

The first will be in the Autumn term and will be informal in nature. These meetings will take place during an identified week. It will be based on an appointment system and will give an opportunity for the parent to meet the teacher. The teacher will be commenting on how they have settled, prior learning and targets for the future, the teacher may also discuss homework, reading and all scores collected, it is our ambition to share children's education freely and openly.

The second will be a mid-year parents evening and will take place over a period of an identified week, this will repeat the key features of the previous meeting as well as set future targets.

In the Summer Term a detailed report will be sent to parents and parents can then meet with the teacher if they feel it is appropriate.

In year 6 parents are invited to school during the Autumn Term to attend a meeting and discuss the assessment arrangements.

Parents from separated parents who are unable to meet together should be given alternative appointments to discuss their child's progress.

### **Reporting**

The annual report provides parents with a summary of their child's achievements in all aspects of school life over the course of a year. It enables parents to see clearly what progress has been made and what can be done to assist progress in the future.

By commenting clearly and perceptively on the child's progress, and by the inclusion of targets for future learning the report can help parents, pupils and receiving teachers see how progress can be best made.

The Headteacher signs all reports

Parents and children are encouraged to write a response to the report and these are collected by the headteacher who keeps a record, these are then returned to teachers and filed in the children's individual record folders.

### **Implementation of Reporting Arrangements**

Parents of all pupils of statutory school age must receive an annual written report containing the following:

Written particulars of progress/attainment in all subjects

Details of the child's general progress

We also include general comments

All comments must be evaluative and give a clear picture of the child's attainment in each subject. Special care should be taken to ensure correct spelling and punctuation is used. All reports must be given to the Headteacher at least one month prior to parent's reports being given out. Teachers should operate a reciprocal 'swap' arrangement to check spellings and grammar prior to handing into the head teacher.

### **Planning**

The aim of our planning system is to facilitate coverage of the National Curriculum. Three levels of planning are required:

Long term planning - i.e. for the whole year - schemes of work

Medium term planning - i.e. for half a term

Short term planning - i.e. weekly

To aid whole school planning, to assist monitoring of the curriculum and to ensure progressive coverage of the National Curriculum, teachers are required to base their medium term planning on the year planners for each subject.

The Headteacher, Senior Team, Subject leaders will periodically request a planning file to evaluate.

Short term forecasts and plans (i.e. weekly) will use an agreed standardised format and saved to the shared drive weekly. Lesson plans have been externally written can be used but must be annotated to contain additional notes for class teaching.

Curriculum co-ordinators will be responsible for monitoring the content and progression of the medium term planning in foundation subjects. They will write termly/yearly reports on standards and achievement as well as update their folders to contain the agreed information.

### **School Moderation**

Moderation of work and a consensus over standards takes time to arrive at. Staff meetings will be used for moderating samples of children's work on a termly basis.

Moderated pieces of work will be kept in portfolios.

The school actively participates in local moderation meetings with other schools to support teachers in ensuring judgements are accurate.

The school takes part in the LA moderation systems which are in place.

### **Formal Internal Assessments**

Formal Internal Assessments are norm-referenced and should be distinguished from National Curriculum assessments which are criterion referenced.

The results of these assessments should be made available to parents and other teachers.

The responsibility for marking and recording formal assessments lies with the class teacher and takes place in accordance with the assessment schedule.

In addition to the individual child's record of internal formal assessments each teacher must provide the Headteacher with a copy of the results of the whole class. The following class teacher must also have a similar copy. All test manuals must be returned to the co-ordinator and test sheets stored appropriately. These are then moderated and whole school analysis is completed by the co-ordinators in Mathematics and English. Reports and data are then shared with the staff including CVA (Contextual Value Added and also Value added) and Local Authority Contextual Data.

Teachers are required to "interrogate" the data from tests. This will involve teachers using test data to group children by ability. Furthermore, teachers are expected to do a test question analysis of data and to use the information provided to form the basis for future planning. Finally, annually

teachers are required to use the data as the basis for individual pupil forecasts. Results and teacher assessments in Mathematics and English should be recorded on Tracking systems and during the term we should have an up to date picture of where the children are and what they need to do next in their learning.

The Headteacher will use these forecasts to determine cohort targets for the following year along with other data and teacher assessments.

### **Evaluation Criteria**

The quality of assessment recording and reporting is to be judged by the extent to which the schools arrangements result in an accurate and comprehensive picture of the achievements of individual pupils in relation to National Curriculum attainment targets and against other objectives. The operation and outcome of assessment arrangements should be manageable, constructive and helpful to teachers, parents, employers and pupils and should inform subsequent work.

We ensure access to the curriculum at an individual level through appropriate differentiated materials to support ability level. Further support is available from classroom assistants and the SENCo.

All current members of staff have the experience and expertise to recognise an acceptable standard of work based on the ability of the children in their class. We must ensure that expectations and that the quality, quantity and presentation of work meets these expectations, which should be matched to the individual child, and realistic in terms of that child's abilities.