



Lincoln Bishop King CE Primary School

Dream big. Love God. Live well.

Assessment Policy

*We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to ‘**Dream big, Love God, Live well.**’*

Updated: November 2023

Next Review: September 2025

Aims:

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Clearly set out how and when assessment practice will be monitored and evaluated

Assessment principles (Department for Education):

- 1. Give reliable information to parents about how their child, and their child's school, is performing:**
 - Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
 - Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
 - Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
 - Are reliable and free from bias.
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- 2. Help drive improvement for pupils and teachers**
 - Are closely linked to improving the quality of teaching.
 - Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
 - Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
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- 3. Make sure the school is keeping up with external best practice and innovation**
 - Are created in consultation with those delivering best practice locally.
 - Are created in consideration of, and are benchmarked against, international best practice.

(Source: Department of Education, Published: April 2014)

How do we assess pupils?

We use two types of assessment:

1. Formative assessments: day to day on going assessments: all subjects
2. Summative assessments: end of term/end of year assessments: English (Reading) and mathematics

1. Formative assessment		
Nursery and Reception: <ul style="list-style-type: none"> Assessments happen during quality interactions, 'in the moment'; they are identified, then learning is moved forward in that moment. Language modelled correctly. Verbal feedback/misconceptions addressed at the time. Tapestry is used to report and track 'WOW' moments when a child has achieved a next step. Staff/team discussions around all children informally. 		
KS1 and KS2:		
Reading	Writing	Maths
Books – marking and feedback Questioning and discussion Marking and assessment books Recordings of pupils reading Self and peer-assessment Moderation 1:1 reading conferences Phonics assessments EAL: Proficiency in English Monitoring engagement with the reading initiatives in classrooms	Books – marking and feedback Questioning and discussion Marking and assessment books Teacher Assessment frameworks (TAFs) Self and peer-assessment Moderation Active English grammar activities EAL: Proficiency in English	Books – marking and feedback Questioning and discussion Marking and assessment books Photos – collaborative learning photos placed on Shared Google Drive Self and peer-assessment Moderation Pre and post learning Ninja mental maths assessments White Rose unit assessments/ Test base assessments Past SATs papers to be used in Y6
All other areas of the curriculum:		
<ul style="list-style-type: none"> Books: marking and feedback; Photos and videos; Vocabulary cards PLPs – Post learning posters in Religion and World Views, Science, History and Geography 	<ul style="list-style-type: none"> Questioning and discussion; Self and peer-assessment; End of unit quizzes 	<ul style="list-style-type: none"> Marking and assessment books; Pre and post learning

2. Summative Assessments

Early Years:

Nursery:

- Carry out professional judgements/ assessment for pupils' baselines within the first four weeks of a child starting: red (not on track), yellow (emerging) and green (expected):
 - Red/Yellow children identified
 - barriers to learning identified
 - next steps discussed
 - intervention implemented
- Wellcomm assessments for children who require language support identified:
- End of terms 2 and 4: Update traffic light assessment grid in line with professional judgements and interventions: red (not on track), yellow (emerging) and green (expected)

Reception:

- **Reception Baseline Assessment (RBA)** – Carry out in first 6 weeks alongside interactions with children to inform professional judgements:
 - Red/Yellow children identified
 - barriers to learning identified
 - next steps discussed
 - intervention implemented
- Wellcomm assessments for children who require language support identified
- End of terms 2 and 4: Update traffic light assessment grid in line with professional judgements and interventions: red (not on track), yellow (emerging) and green (expected)
- **EYFS profile:** June – Emerging or expected is reported to parents.

KS1 and KS2:

Reading	Writing	Maths
Year 1: June: Phonics screening test	Year 1: three times a year - 'Cold' writing tasks (unaided)	Year 1: spring and summer only - White Rose unit assessments.
Year 2: two times a year: Twinkl - Past SAT paper questions - June: Phonics screening retakes	Year 2: three times a year: - 'Cold' writing tasks (unaided)	Year 2: six times a year: - White Rose unit assessments - Past SAT paper questions
Year 3: three times a year: - Testbase reading test paper	Year 3: three times a year - 'Cold' writing tasks (unaided)	Year 3: three times a year: - Testbase maths test paper
Year 4: three times a year: - Testbase reading test paper	Year 4: three times a year - 'Cold' writing tasks (unaided)	Year 4: three times a year: Testbase maths test paper June: Multiplication tables check
Year 5: three times a year: - Testbase reading test paper Practise past SAT paper questions	Year 5: three times a year - 'Cold' writing tasks (unaided)	Year 5: three times a year : - Testbase maths test paper Practise past SAT paper questions
Year 6: three times a year: - AQA /Twinkl reading Practise past SAT paper questions May: KS2 SAT paper	Year 6: three times a year: 'Cold' writing tasks - moderated	Year 6: three times a year: - White Rose unit assessments. Practise past SAT paper questions - Testbase arithmetic tests weekly May: KS2 SAT paper
Bold type denotes statutory assessments		

SEND pupils who are working below national curriculum levels are assessed using the 'Graduated Approach' (assess, plan, do, review), whilst Children with an EHCP (Education Health Care plans) are assessed against the outcomes of their EHCP's. We also use PIVATs to track small step progress for those pupils working at pre key stage standards, and the Engagement Model for reporting statutory assessments for these pupils.

How do we use assessment?

In order to maximise the use of assessment, teachers must ensure:

- Feedback and assessment record books are used as a communication tool by some teachers to aid communication between adults and to inform planning
- Clear differentiation supports all abilities, including: more able, SEND and EHC pupils
- Early Bird sessions are informed by formative assessments, addressing gaps in learning and any identified misconceptions
- Quality interventions are delivered, as per phase intervention plan, and reflect current assessments
- Quality homework meets the needs of all abilities, and reflects current assessments
- Full engagement in pupil progress meetings and moderation workshops

How do we track pupil progress and attainment?

Early Years achievement is tracked using the Tapestry program. This assessment tool enables a two-way communication link so that parents can contribute to their child's assessments.

Pupil achievement at KS1 and KS2, in English and mathematics, is tracked using 'O Track', an electronic assessment tool. This program shows attainment, year progress, and key stage progress of every pupil. It calculates the percentage of children working at: WTS, EXS and GD in each class/ year group, and enables us to scrutinise the progress of different groups including: disadvantaged, English as an Additional Language, and SEND. Teachers use the following codes on the data collection sheet in order to ensure consistency of approach: BEG, BEG+, WT, WT+, EXP and GD.

For all other areas of the curriculum, pupils are assessed against their year group criteria, in-line with national curriculum expectations, as either:

- Working towards the expected level
- Working at the expected level
- Working at greater depth

PLPs (Post Learning Posters) will be used to inform and track progress.

How do we ensure equity and consistency?

Robust moderation processes are in place across the school; these include:

- pupil progress meetings where teachers will discuss, with SLT, the achievement of individual children and their next steps.
- moderation consultations, led by an external approved/ LA consultant
- moderation workshops, led by teaching schools and/or the local authority
- moderation sessions in school, led by phase leaders
- moderation sessions with partner school (Fiskerton)

Where pupils are not making the expected year/ key stage progress, appropriate interventions are agreed and put in place.

How do we report our assessments?

- Parents' meetings are held twice a year (November and March) to discuss pupil progress, areas for improvement and how parents can support these areas.
- 'End of year' reports are written for all pupils, and sent to parents/ carers in July each year.

For further information please refer to our:

- Marking and feedback policy
- SEND policy
- Early Years policy
- English as an Additional (EAL) policy