



St James' Lanehead C of E Primary School
Assessment Policy

Policy Leaders: Michelle Dugdale, Hannah Gregory and Lucy Hargreaves

Linked Governor Sub Committee: Curriculum Standards and Pupil Welfare Committee

Vision

At St James' Lanehead CE Primary School, we believe that all forms of assessment should be used to improve teaching and learning, to help children overcome difficulties and ensure that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on. At St James' Lanehead CE Primary School, we believe that the best form of assessment is an ongoing dialogue and interaction with children. Live marking and verbal feedback, identifying success and ways to improve, have profound impact on the amount of progress a child makes. Daily interactions, marking and feedback provide the soundest judgements of pupil progress and this then informs planning and teaching.

Aims

- To raise the standards of achievement throughout the school
- To maintain accurate tracking and records of pupil progress and attainment
- To ensure consistency in assessing achievement and identifying next steps
- To enable pupils to actively engage in their own learning
- To provide robust assessments which enable teachers to accurately plan and meet the needs of all pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide information which allows teachers, leaders and governors to evaluate the school's performance against its own previous attainment and of other schools Nationally.

At St James' Lanehead CE Primary School we use a combination of both formative and summative assessments

Formative Assessment (Assessment for learning AFL)

Formative assessment is fundamental to effective teaching and learning as it identifies strengths and next steps. Effective use of formative assessment is an integral part of daily teaching at St James' Lanehead and allows staff to observe, question, discuss and feedback on skills and learning throughout the learning process. Staff use this information to plan, adapt and reshape learning to meet the needs of all children. Effective assessment underpins lesson planning, delivery and organisation of learning daily.

AFL at St James' Lanehead includes:

- Use of pre and post assessment
- Plenaries and mini plenaries
- Talk partner / group discussions
- Targeted questioning
- Focused observations and timely interactions
- Live Marking - Verbal and written feedback
- Self and peer assessment
- Use of WAGOLL
- Spaced Retrieval grids
- Use of low stake testing and quizzes
- Starter Activities

Summative Assessment (Assessment of Learning)

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This information will also inform whole school evaluation and target setting. At St James' Lanehead, summative assessments will be carried out three times a year, towards the end of each term. They will be used to:

- Identify attainment through a standardised test at a given point in time
- Record performance
- Provide a standardised score for each child
- Provide a performance indicator stating whether a child is working towards/at/above the expected standard for their year group
- Provide end of term and end of year data
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- Provide GAP analysis information for individuals and groups of children
- Provide information about class/cohort areas of strengths and areas for development to build from in the future

Assessment in EYFS

Children will be assessed using The Reception Baseline Assessment (RBA) which is a short assessment, taken in the first six weeks in which a child starts in reception.

In EYFS, there are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and interconnected. Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. EYFS Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

In line with statutory requirements, the school will undertake a summative assessment called The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. Using their own knowledge and experience, the school will assess each child against the ELGs.

For the purposes of data analysis, the following areas of learning are a particular focus at the end of each term:

	Autumn 1	Autumn 2	Spring	Summer
Reception	Baseline Assessments All areas of learning	All areas of learning	All areas of learning	All areas of learning

Each child's level of development is assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels.

Attainment in Core Subjects: Key Stage 1 and Key Stage 2

Children in classes from Year 1 to Year 6 will be assessed termly:

<p style="text-align: center;"><u>SEN Pupils</u></p> <p>SEND Pupils with severe to moderately severe learning difficulties. INAs who have NO English and who currently struggle to make progress (likely to have SEN)</p>	<p>SEND pupils will also be assessed using PIVATS scales.</p>
<p style="text-align: center;"><u>ALL Other Pupils</u></p> <p>Including INAs who are capable of making progress.</p>	<p>Children will be assessed in all subjects with the following judgements:</p> <p>Below</p> <p>Towards</p> <p>On Track</p> <p>Deeper Learning</p>

Assessment Schedule:

Year 1	Autumn	Spring	Summer
Reading	Rising Stars NTS Test Autumn / Question Level /GAP analysis Use of Development Matters for children working below ELG	Rising Stars NTS Test Spring and Question Level /GAP analysis	Rising Stars NTS test Summer Question level/GAP Phonic Screening Test
Maths	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis Use of Development Matters for children working below ELG	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis
Writing / SPAG	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard. NTS Assessments to be used for SPAG/ Questions Level / GAP analysis	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard. NTS Assessments to be used for SPAG/ Questions Level / GAP analysis.	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard. NTS Assessments to be used for SPAG/ Questions Level / GAP analysis.

Year 2	Autumn	Spring	Summer
Reading	Rising Stars NTS Test Autumn Question Level /GAP analysis	Complete previous years SATS Papers and Question Level /GAP analysis	Phonics Screening Test – Children who did not reach the pass mark will repeat the test Optional SATS Tests
Maths	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis Multiplication checks	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis Multiplication checks	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis Optional SATS Tests Multiplication checks
Writing / SPAG	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard. NTS Assessments to be used for SPAG/ Questions Level / GAP analysis	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard. NTS Assessments to be used for SPAG/ Questions Level / GAP analysis	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard. NTS Assessments to be used for SPAG/ Questions Level / GAP analysis

KS2: Year 3 - Year 5

	Autumn	Spring	Summer
Reading	Rising Stars NTS Test Autumn and Question Level /GAP analysis	Rising Stars and NTS Test Spring Question Level /GAP analysis	Rising Stars NTS Test Summer and Question Level /GAP analysis
Writing	A selection of different genres of writing will be used to teacher assess whether the child is working towards, working at or working above the expected standard.	A selection of different genres of writing will be used to teacher assess whether the child is working towards, working at or working above the expected standard.	A selection of different genres of writing will be used to teacher assess whether the child is working towards, working at or working above the expected standard.
SPAG	NTS SPAG Assessment - Question Level / GAP analysis	NTS SPAG Assessment - Question Level / GAP analysis	NTS SPAG Assessment - Question Level / GAP analysis
Maths	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis Multiplication checks	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis Multiplication checks	White Rose Maths end of unit and termly assessments / Question Level /GAP analysis Multiplication checks Year 4 MTC – Multiplication Tables Check

Year 6	Autumn	Spring	Summer
Reading	Past SATs papers / NTS assessments and Question Level / GAP analysis	Past SATs papers/NTS assessments and Question Level /GAP analysis	National SATS Test
Writing	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard.	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard.	A selection of different genres of writing will be used to teacher assess whether the child is working below, towards, working at or working above the expected standard.
SPAG	NTS SPAG Assessments and Past SATs papers - Question Level / GAP analysis	NTS SPAG Assessments and Past SATs papers - Question Level / GAP analysis	National SATS Test
Maths	Past SATs papers / White Rose Maths assessments and Question Level /GAP analysis Multiplication checks	Past SATs papers / White Rose Maths assessments and Question Level /GAP analysis Multiplication checks	National SATS Test

Progress

The expectation will be for children to maintain a scaled score and performance indicator in order to make expected progress. If a child's scaled score and performance indicator increases this will be seen as making better than expected progress. Progress will also be measured using a triangulation of evidence including workbook and pupil voice.

Assessment of Foundation Subjects

Foundation subjects refer to the following:

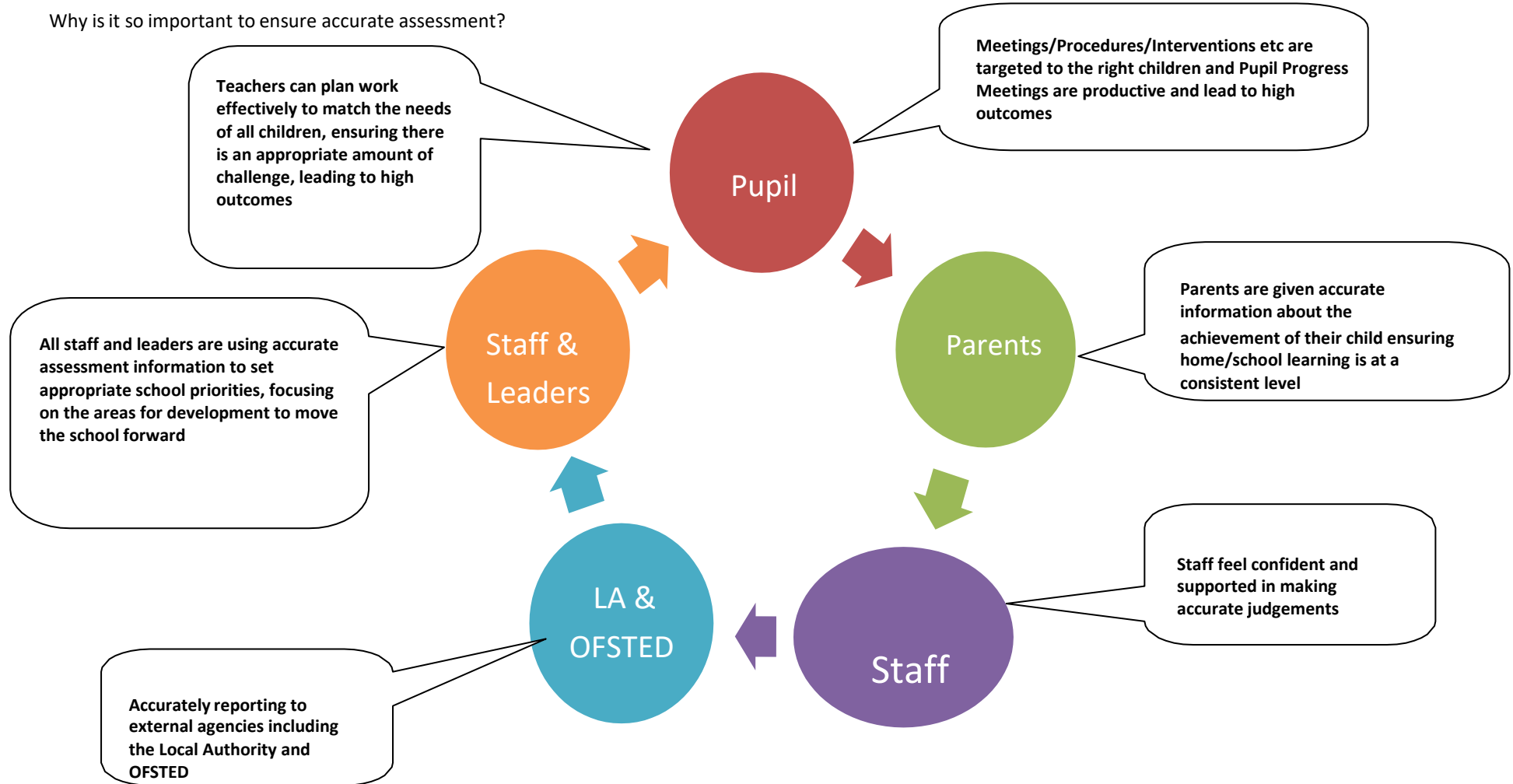
- Science
- RE
- DT
- Art
- History
- Geography
- Computing
- PSHE
- PE

These subjects are assessed termly and a judgement will be made annually:

	Autumn	Spring	Summer
Attainment	Using the National curriculum POS and the knowledge and skills identified on each subject knowledge organiser, teachers will assess pupils, each term, by making a judgement about whether a child is: <ul style="list-style-type: none">- Working below the expected standard (below their academic year group)- Working towards the expected standard (working within their academic year group)- Working at the expected standard (working at the expected standard for their year group)- Working above the expected standard Evidence from the pupil's books, work/tasks completed in lessons and unit tests/quizzes, will be used to make judgements.		
Progress	This will be evidenced in books and through pupil discussions. Progress will be evident as the numbers/percentage of pupils who are judged to be 'EXPECTED' or 'ABOVE' will maintain or increase at the end of the year. Central spreadsheet for foundation subjects for data to be available for all subject leaders.		

Ensuring accurate assessments/catering for the needs of all

Why is it so important to ensure accurate assessment?



The assessment cycle:

	Termly			
	Start of Term until Assessment Week	Assessment Week	Data Analysis	Reporting to parents
EYFS	Observations Collection of evidence in learning journeys.	Administer Tests	Data Days with SLT to discuss class progress.	Termly reports to parents with targets for the next term (Autumn and Spring) Summer report – class teacher comment and targets for the next academic year.
KS1	Work in books, AFL – ongoing formative assessments, progress tests / end of unit tests /quizzes		Input data into Lancashire Tracker GAP Analysis on Mark.	
KS2	Work in books, AFL – ongoing formative assessments, progress tests/ end of unit tests/quizzes		Moderation with other schools or within school.	

What do we do with assessment data?

- **Class analysis of data:**

Once data is inputted into the Lancashire Tracker, teachers, teaching assistants and Senior Leaders can see which children are working ‘below’ ‘towards’ ‘at’ and ‘above’ the expected standards. They can analyse data for particular vulnerable groups and can begin to identify which children need to be targeted and who needs further interventions, challenge and support. Teachers begin to consider what actions need be taken to help all children make the maximum amount of progress and meet the needs of all.

- **Data Days:**

The Data Days give class teachers the opportunity to further discuss data findings and collaborate to decide upon strategies/actions to address GAPs and data concerns. Actions are then recorded and shared with relevant leaders to ensure that all measures are taken. This process ensures that teachers feel well supported in catering for the needs of the pupils in their class, whilst ensuring barriers are removed and children are given the opportunity to make as much progress as possible.

End of Term/Year Evaluation of Outcomes

At the end of the academic year, a whole school data report is produced. This will provide an overview of achievement across the school. Subject Leaders then use this to help evaluate the position of their subject, enabling them to address any issues and inform their action plan. This report is shared with Governors.

Feedback and marking

Feedback should be part of a continuous process to show children either:

- ✦ How to progress with their learning and/or
- ✦ To correct mistakes/address misconceptions.

This process is made possible through the use of check or challenge and tasks:

- ✦ Checks ask the child to correct errors by trying again
- ✦ Challenges push learning further by giving the pupil more to think about.

Comments made by teachers (and/or other pupils), when reflecting on a pupil's work, should be positive and constructive, showing the child the way forward by asking them to do something more. If a piece of work requires written feedback, it should be completed as soon as is possible after the work is completed.

Expectations of **Basic Skills** (Handwriting, presentation and spelling) should always be high; mistakes must be identified and pupils asked to correct/improve. If an entire piece of work is not completed to the required high standard, the pupil should be asked to re-do it.

All marking comments (Checks/challenges) should be responded to by the child. Time needs to be given for this. For example, at the very start of a lesson or as an 'early morning task'. This should then be acknowledged by teachers, TAs, peers or by using self-marking, using a black tick (adults) or pencil (pupils).

Where possible (particularly in Key Stage 2), it is advisable to engage pupils in marking their own (or each other's) work and we recognise that an effective way to achieve this is by making use of '**live marking**' (marking/feeding-back in the presence of the pupil/group/class at the point of learning). We balance our marking expectations with an understanding of the need to streamline teacher workload. Marking should have purpose and be for clarification and indicate where learning will go next, or what misconceptions need to be addressed.

If the TEAMS platform is required, learning is marked and teachers give feedback appropriately, we also use learning platforms which give instant feedback. Staff are able to see the gaps in knowledge and address these swiftly.

Guidelines for marking/feedback	
General Guidelines	<p>Pink pen can be used to draw attention to elements of pieces of work you are impressed with/and used to show if the LO has been achieved.</p> <p>Marking should be in pink, accompanied by green pen if needed, to draw attention to anything that needs editing/improving/correcting.</p> <p>Teacher comments should be in PINK.</p> <p>Support staff comments should be in BLUE.</p> <p>All handwriting/marking should model the school handwriting policy.</p> <p>High expectations of presentation within all books.</p> <p>Pupils should mark their own, or their peers work, in purple.</p> <p>Checks or challenges should be responded to/changed in purple.</p>
Maths	<p>Mistakes should be identified using a green (for growth) 'check'. If possible, draw attention to the misconception using green pen. This encourages the child to reflect on their own mistakes. As much as possible this should be done in the lesson.</p> <p>Sometimes it may be necessary for you to explain what has gone wrong, preferably in person (live marking)</p> <p>If no mistakes are made, green challenges can be set/ the next step can be accessed. These challenges can either be set at the end of a task or throughout the lesson.</p>
SPAG	<p>Where possible (particularly in Key Stage 2), it is advisable to engage pupils in marking their own work. This is especially the case in maths, when children can easily check their own calculations.</p> <p>Pink comments can be made where appropriate, i.e. if you are really impressed with a particular skill/aspect. A green comment is not necessary.</p>
Foundation Subjects	<p>When children have responded to marking comments, corrections/mini tasks should be checked. TAs and the pupils should help with this process. Acknowledge with a pink tick.</p>
Writing	<p>Mark within the text as you read: Pink for 'great', green for 'growth' things that need to be edited and improved.</p> <p>Mark basic skills, encouraging pupils to correct their own mistakes where possible (in green pen) or correct in pink.</p> <p>Incorrect spellings (year group/ appropriate for individual) should be rewritten, correctly, three times.</p>
Reading Journals	<p>Green check or challenge comments should be made where appropriate (this isn't ALWAYS necessary).</p> <p>Pink can be used to celebrate, where appropriate.</p> <p>Children should be encouraged to reflect on their own work, editing and improving answers in pencil, where possible.</p>
Handwriting tasks	<p>Inaccurate joins can be quickly identified using green pen. – If there are no mistakes, a pink tick will suffice.</p>
Homework/ Spellings	<p>Feedback given through TEAMS or other online platforms e.g. Learning by Questions, Purple Mash is preferred.</p> <p>Quick marking: ticks in pink (if an adult marks)</p> <p>Where possible, ask the children to mark their own in pencil.</p> <p>Mistakes should be corrected.</p> <p>Incorrect spellings (from spelling tests) should be rewritten, correctly, three times.</p>

Marking Codes

If children are capable, they should be taught to self-correct any mistakes/make alterations in green, this allows for much deeper and more reflective learning. Where pupil self-correction is not possible, the following **codes** should be used to draw their attention to mistakes:

- **G** (guided) written on the piece of work if there has been support given, or the use of a stamper with this information on.
- A small **wobbly line** indicates grammatical inaccuracy
- An **arrow** indicates a missing word
- A **circle** indicates missing punctuation
- **Underlining** indicates a spelling mistake

If a piece of work has been heavily guided, this should be identified using the letter 'G' or by a stamp in the margin. This means that heavily guided work will not be considered when making assessment judgements based on independent capability.

Work completed when a **supply teacher or PPA teacher** has been in class, it should be marked by the supply teacher or PPA teacher unless the teacher has stated otherwise.

Teaching Assistants are expected to mark any work completed with them, unless the teacher has stated otherwise. TAs should always initial work that they have been responsible for teaching/ supporting.

Parental Communication

Parent Evenings take place twice a year.

Parents will be invited to Meetings; children can also be present during these meetings. The following things will be discussed at each meeting:

- ✦ The pupil's attitude to learning: effort/homework/punctuality/uniform etc.
- ✦ The pupil's attainment: their targets, their entry attainment and their current attainment in reading, writing and maths (SPAG too from Y2-Y6). ✦ The pupil's progress through their Maths, SPAG and Reading, paying particular attention to the objectives that they have not yet achieved ✦ Any other issues/concerns/celebrations about the pupil

In addition to these formal meetings, parents are invited to speak with staff in more informal ways. This may be particularly useful in Autumn term as children are settling into their new year groups.

Research

As a school we are passionate about pupils 'knowing more and remembering more' we are conscious of cognitive load and use the principles of instruction (Appendix A) We are always looking at ways to improve our practice and use many virtual platforms to give feedback to pupils.

British Values

At St James Lanehead CE Primary School we uphold and teach pupils about British Values which are defined as:

- ✦ **Democracy,**
- ✦ **Rule of Law**
- ✦ **Individual Liberty**
- ✦ **Mutual Respect and Tolerance of those of different faiths and beliefs.**

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.

Appendix A

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2a.com

01 DAILY REVIEW




Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS




Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS




The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS




Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING




Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE




A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

This policy will be reviewed on an annual basis with all teaching staff. We will take into consideration the renewed framework for Early Years and the new technology available to school as a result of remote learning.