



Assessment Policy for Primary

Revised: July 2021
Review Date: July 2023
Responsible: PLT

Our policy for Assessment supports our aims, mission and values.

Inquisitive minds 🧐, creative hands 🖐️, caring hearts 💖.

We Aim for Every Child to

- Keep safe and feel secure
- Be healthy and happy
- Enjoy school and feel positive about learning
- Achieve their potential
- Develop strong social skills and emotional well-being

Our Mission Statement

- Our school environment is welcoming and friendly.
- We are positive role models and lead by example.
- We are all learners and we work as a team.
- We innovate, inspire, challenge and have fun!
- We empower others to do and to become the best they can.
- We have high expectations and believe we can!

Our Core Values



Purpose

Our primary assessment system must be fit for purpose and sustainable. It must produce data that is reliable and trusted, so that progress can be measured fairly and accurately, and it must reflect the fact that we are ambitious for all our children, regardless of their background or any additional needs they may have. It is also important that the system recognises teachers' professionalism in assessing their pupils, and that it is proportionate and places minimal burdens on pupils, teachers and schools. Good assessment supports good teaching and helps to prepare children to succeed at secondary school.

(Justine Greening)

Effective assessment is at the heart of quality teaching and learning and supports our school ethos, aims and mission statement. We use three forms of assessment; diagnostic assessment, Formative Assessment and Assessment of Learning. (See also the EYFS policy).

Through assessment we aim to ensure that:

- Pupils enjoy school and feel positive about learning
- Pupils make optimum progress
- Pupils achieve their potential
- Action is taken swiftly where a pupil is not making adequate progress, is working below age related expectations and/or does not feel positive about school
- Lessons are planned according to all pupils' needs
- Parents can be given a full and clear picture of how their child is doing
- Leaders can effectively identify and target school development needs

Roles and Responsibilities

PLT has overall responsibility for assessment and The Deputy Head Teacher leads Assessment. The Primary SENCO is responsible for liaising with and supporting Teachers and Support Assistants in order to plan effectively for all pupils' needs. Class teachers are responsible for assessing pupils effectively in line with school policy.

Diagnostic Tests

Diagnostic Tests are used to ensure that we have a deep understanding of children's capabilities and needs.

Cognitive Ability Tests

CAT4 Diagnostic tests are completed at the start of Year 4, to measure the cognitive abilities of pupils in four areas; Quantitative; Verbal; Non-verbal and Spatial. These results are triangulated with GL Progress Tests, NGRT and PASS. They are screened by the Deputy Head and SENCo to identify children with possible SEN, Exceptional Ability (AGT), significant EAL (Verbal Deficit). Used in combination with GL Progress Tests and National Group Reading Test, CAT4 also provides a measure of whether pupils are reaching their potential and can flag up pupils who are not on track to reach age related expectations by the end of Primary. Badyg Tests are completed in Year 6 in Spanish and are also a measure of cognitive ability.

The SENCO and Psychologist administer specific diagnostic testing for pupils identified through assessment or by teacher recommendation. These include Nessy Dyslexia screening, PM Benchmarking Kit for Reading and GL Sandwell Early Numeracy Test. Where a specific learning need is identified or suspected, families may be advised to seek further testing outside school.

GL PASS Test is administered in Years 4, 5 and 6 to measure pupils' attitudes to themselves as learners and their attitudes to school. Used alongside CAT4, we can identify and support 'Fragile Learners' who may have strong cognitive ability, but low self-regard as a learner.

Formative Assessment

Formative Assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Please refer to the Formative Assessment Policy)

Assessment of Learning

Assessment of learning is used with the purpose of providing teachers and leaders with additional information about what children can do and where they may need to be supported or challenged further in their learning. We promote quality teaching, curriculum and pedagogy which is supported and informed by a range of data.

Pupil progress and wellbeing must be at the core of why we assess and assessments are intended to provide a realistic 'snapshot' of pupils' knowledge, skills and understanding. For this reason, with the exception of Year 6, pupils should not be prepared for assessments at school or at home in any way. Neither practice papers, nor original assessment papers can be sent home, shared with parents or private tutors. Instead, individual targets or areas to revisit at home may be shared. Coverage throughout a learning block must be robust to ensure that children are confident in the areas in which they will be assessed.

Formative Assessment and assessment of learning should form part of the 'big picture' of a child to support teacher judgement and where pupils are in terms of expected attainment.

Assessments Administered

Assessment	Year Group	When	Where data is stored
White Rose end of term tests	Y1-6	Towards the end of each learning block (Y1 in Term 3 only)	Tracking
Optional Initial Assessments (Produced by year groups)	Y1-6	September	Teacher's own records
Optional Spelling Tests (Produced by year groups)	Y1-6	Towards the end of each learning block	
Optional Science Tests (Produced by year groups)	Y3-6	Towards the end of each learning block or topic	
Writing	Y1-6	One fiction and one non-fiction termly plus evidence from any other writing	
Optional Bug Club assessments	Rec-Y6	Groups and book bands are reviewed at least once each learning block	
Phonics Assessments	Rec-Y2	Towards the end of each learning block	Transition folder
*Early Learning Goals	Rec	May and June	Caxton App - Reception Tracking Transition Folder

Standardised Assessments

Test	Which year group and when	Where results are stored
GL Cognitive Ability Test 4*	Y4 September Y4-6 new pupils on entry	Caxton Portal and year group Transition Folder
GL New Group Reading Test	Y3 September Y3-6 new pupils on entry	
GL New Group Reading Test	Y3-6 May / June	

GL Progress Test in Maths	Y4-6 May/ June	Transition Folder
GL Progress Test in Science	Y5-6 May / June	
GL Pupil Attitudes to School and Self PASS	Y4-6 November	
Assessing Primary Writing No More Marking (NMM)	Y1-6 according to NMM calendar	
DIBELS 1:1 reading risk	Y2-6 October - all pupils March - pupils with risk May/June - all pupils	
DIBELS MAZE	Y3-6 October, March, June	

Record Keeping

Teachers have access to data of their cohort in year group Transition Folders. This allows teachers to see a cumulative set of data for each pupil over time as well as the big picture of the cohort.

Assessment data is completed by class teachers following the Learning Block deadlines indicated in the Primary calendar. Data is recorded by teachers as outlined above.

Standardised assessment data is stored on a school portal by the IT department and excel documents are generated for and discussed with class teachers. These are stored in the year group transition folders. GL Assessment Reports for cohorts, classes and individual pupils are shared and discussed with teachers and the corresponding TLRs.

Pupils' assessment papers (maths, science, spelling etc.) are stored by teachers for the duration of the academic year as evidence and then shredded. Big Writing assessed pieces, from Reception to Year 6, are stored in individual Pupil Writing Portfolios and passed up through Primary with the child as a record of progress over time. At the end of Year 6, pupils take them home. NMM writing is also stored in pupil writing portfolios.

Teachers keep their own records of ongoing assessment which may include:

- Guided Reading Records
- Writing Assessment Records
- Spelling test results
- Records of ongoing learning

Data is used to

- provide a baseline assessment and to measure progress
- monitor the progress and attainment of the whole school, cohorts and individual pupils
- identify pupils requiring intervention or monitoring where:
 - they have not met national expectation
 - they have not made expected progress
 - they are working below their cognitive ability
 - they are identified in CAT4 as not meeting the National Standard by the end of Primary
 - they have areas flagged in PASS test or the school survey
- form the basis of discussion in pupil progress meetings
- support teacher judgments against age related expectations
- support transition from one year group and Key Stage to the next
- produce a Progress and Attainment Report for each learning block

The [Reading Tracking](#) document sets out age related expectations for book bands and reading ages in line with the expectations listed below. Teachers use the big picture of a pupil's learning, considering both assessment of learning and formative assessment to make an overall judgement for each core subject:

1. Red – working towards expectation with support
2. Orange – Working towards expectation
3. Green – working at expectation
4. Purple – working above expectation

Planning

Assessments should be purposeful and therefore they should be used to identify areas where pupils demonstrate a lack of knowledge, understanding or skill. These areas must be followed up in subsequent planning to ensure that children have the opportunity to revisit and consolidate these areas. Teachers should contact the school SENCo to discuss any pupil who may be

- Working above expectation or Exceptional Ability
- Working towards expectation
- Working towards expectation with support

Termly meetings are organised between the SENCO and class teachers to discuss the class and individual needs. This information is recorded on the SEN records and any necessary provision for intervention, support or challenge can be discussed and planned for.

Informing Parents

All assessments form part of the learning cycle and form part of assessment for learning. Results will form part of a teacher's big picture of a pupil's development, allowing them to identify pupils' needs and next steps. Whilst parents will always be given a clear picture of their child's learning and their needs, test results and papers should not be shared with parents as they can be very misleading and cause undue concern. Test results provide little actionable information for parents in helping their child. However, the data taken from children's day to day work as well as assessment results can be used to produce a coherent set of objectives or targets that parents can use to support learning.

Parent Meetings

Parent meetings are held twice during the academic year and termly for pupils identified as having SEND. All parents are informed about:

- Social, emotional and behavioural aspects of their child's development
- Whether the child's attainment is in line with age related expectations
- Action being taken at school to support or challenge children
- Any recommended action to be taken outside school

Parents, teachers, the Psychologist or SENCO may request parent meetings at any other time of the year.

Reporting to parents

Reports are sent to parents at the end of each term and are based on academic judgments made during the previous learning block. Parents also receive information about personal development, such as social skills, demonstration of the school values, behaviour and attitudes. Reports are produced by teachers in line with the judgement criteria outlined above. There is a [Report Criteria](#) document for teachers to follow, ensuring consistency across cohorts and the whole school.

Inclusion

At our school all pupils are assessed, whatever their ability. Through effective assessment we can provide learning opportunities that enable all pupils to make progress. Assessments for groups of pupils such as Late Entrance or those with an identified learning difficulty may be adapted to meet their needs and provide a fair assessment. Marking and assessments help us to consider each child's attainment and progress and to plan future lessons appropriately. Pupils may use resources as agreed within a year group to enable them to complete assessment questions in the way which they are used to. The SENCo is available to discuss adaptations of assessment papers and / or provision for pupils.

Leadership

It is the role of PLT to keep abreast of the latest developments in assessment and take any necessary action. PLT is also the first point of reference for teacher support and advice. The Head of Year plays a leading role in monitoring and evaluating assessment and promoting continuity and fairness between classes and year groups. TLRs play a role in continuity and in analysing data and moving subjects forwards as a result. Continuity is monitored through:

- Year group meetings with Deputy Head to discuss data from assessments:
 - CAT4, PASS and triangulated data
 - No More Marking writing results and script samples
 - DIBELS - beginning and end of year
- Using agreed school criteria for assessment
- Analysis of standardised test results and assessment data
- Ongoing CPD and staff training
- Year group discussions regarding attainment and reports

Resources for assessment and diagnostic tests

Writing

- Twinkl writing assessment checklists used as a reference
- Writing portfolios where all writing assessments, including NMM are filed
- No More Marking platform (NMM)
- Writing assessment cycle document
- [Whole Class Feedback Form Writing](#)

Maths

- White Rose Maths Termly assessments
- Optional White Rose Maths end of block assessments
- GL Progress Test in Maths (PTM)
- CAT4 quantitative and spatial batteries
- GL Sandwell Early Numeracy Test

Reading

- DIBELS 1:1 tests for identifying risk in decoding, fluency and accuracy
- DIBELS MAZE for comprehension
- GL New Group Reading Test (NGRT)
- Tracking Reading Document showing expectation by book band
- Optional Bug Club progression documents and comprehension tests
- PM Benchmarking Kit

Phonics

- Sounds-Write diagnostic assessment
- Phonics assessments by phase (being phased out)

Writing

- Comparative Judgement through No More Marking

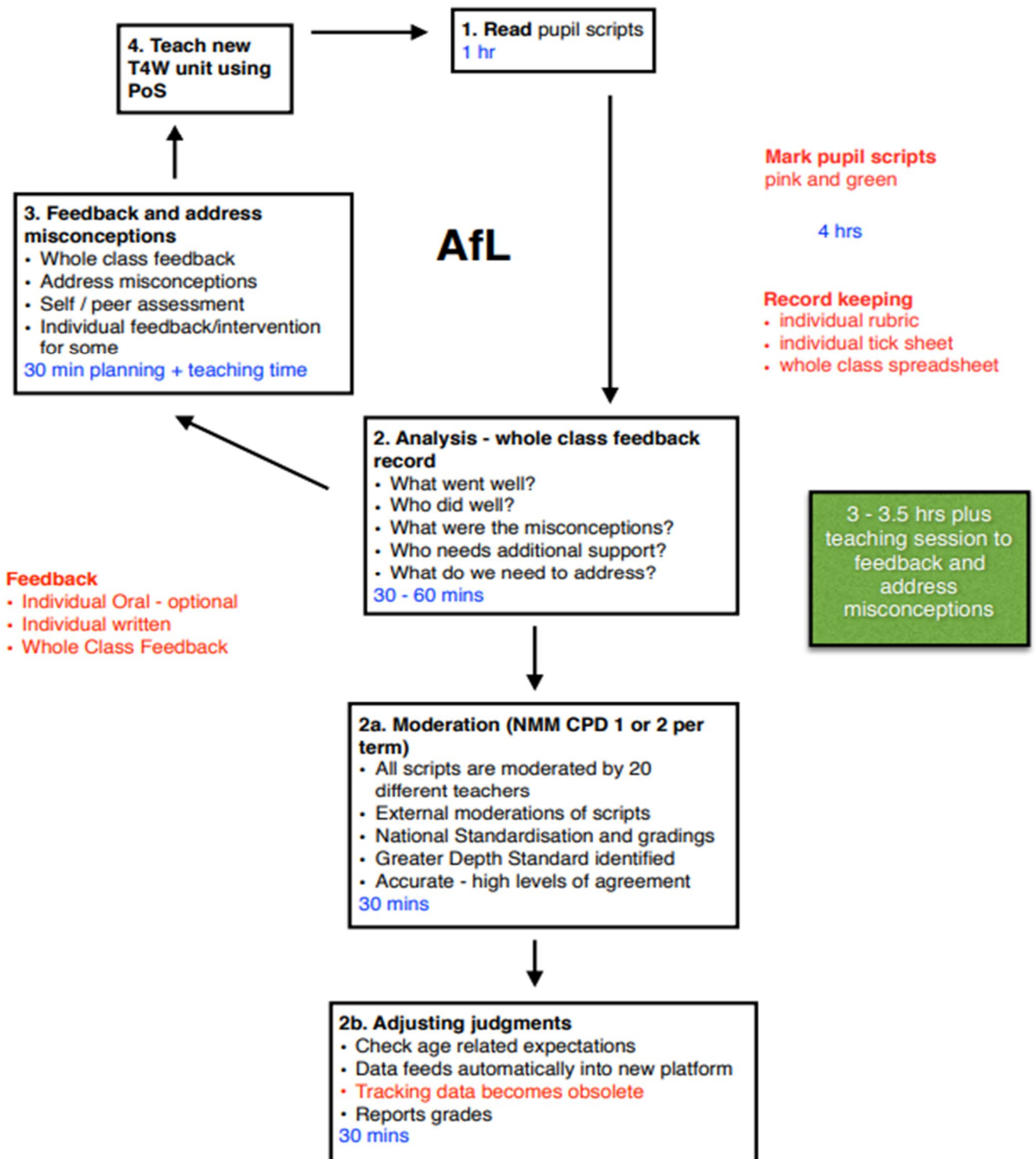
Science

- GL Progress Test in Science (PTS)
- CAT4 Spatial and Non-Verbal Batteries

Diagnostic Tests

- GL CAT4 cognitive abilities test
- GL PASS Test
- Badyg Cognitive Test
- Nessy Dyslexia Screening
- PM Benchmark for Reading
- Sandwell Early Numeracy Test
- Further tests carried out by the school Psychologist or SENCO as appropriate
- Sounds-Write diagnostic test for phonics

Writing Assessment (NMM Model)



Report Criteria 2022-23

Teacher judgement must be used for all areas, using information and data gathered to support judgement.

	Writing	Maths	Reading
RED = 4 Working Towards Expectation with Support	<p>Pupils are registered as SEN for writing with SENCo</p> <p>Attainment in writing is low / planning requires modification / pupil requires additional adult support or intervention</p> <p>Big writing does not demonstrate application of T4W coverage.</p> <p>NMM is probably low WTS</p>	<p>Pupils are registered as SEN for Maths with SENCo</p> <p>Attainment in Maths lessons is low / planning requires modification / pupil requires adult support or intervention.</p> <p>Pupils probably have low scores in WR assess</p>	<p>Pupils are registered as SEN for Reading with SENCo</p> <p>Attainment in most / all aspects of reading is low (decoding, fluency, comprehension) / planning requires modification / pupil requires additional adult support or intervention.</p> <p>Children are usually working in the red area on tracking, based on their Book Band . Low DIBELS scores.</p>
ORANGE=3 Working towards expectation	<p>Pupils are registered as Monitoring for writing with SENCo</p> <p>Attainment in writing is quite low / planning requires some modification / pupil requires additional adult support</p> <p>Big writing does not demonstrate application of some T4W coverage</p> <p>NMM may be low EXS or WTS</p>	<p>Pupils are registered as Monitoring for Maths with SENCo</p> <p>Attainment in Maths lessons is sometimes low / planning sometimes requires modification / pupil requires adult support.</p> <p>Pupils probably have quite low scores in WR assess</p>	<p>Pupils are registered as Monitoring for Reading with SENCo</p> <p>Attainment in some aspects of reading is low (decoding, fluency, comprehension) / some modification of tasks / additional adult support</p> <p>Children are usually in the orange band in tracking OR in the green band but requiring additional support. Some low DIBELS scores.</p>
GREEN = 2 Working at expectation	<p>Pupils working 'at expectation' are not on the SENCo register</p> <p>Attainment in writing is good / requires no modification / requires no additional adult support</p> <p>Big writing demonstrates application of most or all T4W coverage.</p> <p>NMM is probably EXS</p>	<p>Pupils working 'at expectation' are not on the SENCo register</p> <p>Attainment in Maths lessons is good / planning requires no modification / pupil requires little additional adult support</p> <p>Pupils should score well in WR assessments</p>	<p>Pupils working 'at expectation' are not on the SENCo register</p> <p>Attainment in all/most aspects of reading is good (decoding, fluency, comprehension). No modification of tasks / additional support / intervention is required</p> <p>Children will usually be working within green tracking. DIBELS scores are fine (green)</p>
PURPLE= 1 Working above expectation	<p>Pupils are registered as High Ability or Exceptional Ability in writing with SENCo.</p> <p>Attainment in writing is high / requires no modification / requires no additional adult support</p> <p>Big writing demonstrates confident application of all T4W coverage which goes beyond expectation.</p> <p>NMM may be GDS</p>	<p>Pupils are registered as High Ability or Exceptional Ability in maths with SENCo.</p> <p>Attainment in Maths lessons is high / planning requires modification for additional challenge / pupils can work independently on classwork and on most extension tasks</p> <p>Pupils should have very high scores in WR assessments</p>	<p>Pupils are registered as High Ability or Exceptional Ability in reading with SENCo.</p> <p>Attainment in all aspects of reading (decoding, fluency, comprehension) is high. No modification of tasks / additional support / intervention is required.</p> <p>Children are working in the purple or top green band of tracking. DIBELS scores are high (purple)</p>

Whole Class Feedback for Writing

Date:	Task:
Work to praise and share plus reason	Pupils needing further support plus reason
Presentation / layout to be addressed	3 spellings to re-teach
Misconceptions and things to be addressed next lesson	