



**NORTH CAVE
C of E PRIMARY
SCHOOL**

Assessment Policy

School vision:

A Christian school at the heart of the community that we serve.

Achieving our goals as we are guided by God's light.

Believing in ourselves, in each other and in God.

Caring and nurturing all of God's children in our school family.

Sharing our aspirations through our exciting, enriched and inclusive curriculum.

'Therefore encourage one another and build each other up, just as in fact you are doing.' 1 Thessalonians 5 Verse 11



Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning.

Proverbs 9:9

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

Purpose

Assessment is used within North Cave CE Primary School for the following purposes:

- To measure a pupil's attainment level and to inform the next stages of their learning.
- To inform when further support is needed to help a pupil to progress with their learning.

All staff have a secure understanding of this and ensure that all assessment that is completed relates back to these two core purposes.

Principles of assessment

The process of assessment is vital to the impact of pupil progress. Accurate and effective assessment leads to pupils achieving their full potential and beyond. At North Cave CE Primary School, we use a variety of assessments to inform our judgements. We combine high stakes assessments with low stakes assessments to assess the pupils' achievements. We are mindful of teachers' workload and therefore ensure that all assessment has a specific purpose and that systems are reviewed regularly.

This policy should be read in conjunction with our marking policy.

Validity and Reliability

'Validity is understood as the degree to which an assessment measures that which it intends to measure, and the suitability of the data generated for the interpretations intended to be drawn from them.'

*'Reliability is understood as the consistency with which an assessment performs its function.'*¹

At North Cave CE Primary School, to ensure our assessment is valid and reliable, we ensure that a range of assessments are completed. Each assessment is developed to meet the purpose outlined above and teachers apply the strategies below to allow for a clear understanding of a pupil's needs.

¹ <https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/>

Assessment approaches

At North Cave CE Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Systems and Processes

At North Cave CE Primary School, we follow a four-point recording system for the pupil's attainment. Pupils are given an assessment as below in each core subject:

Working above the standard (WAS)	Teachers will use the combination of high stakes assessment, low stakes assessment and formative assessment to assess if a pupil is working above the expected level (e.g. completing accurately mastery questions in maths or selecting the most effective language within their writing for a purpose).
Working at the expected standard (EXS)	Teachers will use the combination of high stakes assessment, low stakes assessment and formative assessment to assess if a pupil is working at the expected level (e.g. they are completing the majority of work within lessons and show they have a secure grasp of concepts being taught).
Working towards the standard (WTS)	Teachers will use the combination of high stakes assessment, low stakes assessment and formative assessment to assess if a pupil is working towards the expected level (e.g. a pupil is managing to grasp some concepts being taught but further support is needed).
Working at a pre-phase standard (WPS)	Teachers will use the combination of high stakes assessment, low stakes assessment and formative assessment to assess if a pupil is working at a pre-phase level (e.g. a pupil is unable to access the curriculum for their age group and is working on the curriculum that is pre-phase).

High Stakes Assessment of Reading

Assessment	Purpose
NFER Reading Test Assessment Key Stage 1 and 2: At the end of each term, pupils take part in a standardised reading test.	To measure the ability of pupils to inform the planning of the next English unit. To plan individual support needed for pupils over the next planning sequence To provide standardised assessment results.

High Stakes Assessment of Writing

Assessment	Purpose
A 'cold write' is completed before a unit of English. This will be designed by the class teacher based on an area they feel they need to assess the pupils' understanding.	To measure the ability of pupils to inform planning of the unit of English about to be covered. To plan individual support needed for pupils.
A 'hot write' is completed at the end of a taught unit of English. This will be a piece of writing that has been structured and supported through the teaching of a unit of English.	To measure the ability of pupils following a sequence of learning that will then inform future planning, including that of individual support.
Independent Writing Assessment completed each half term. The children apply their previous learning independently.	To measure the ability of pupils to inform planning of the next unit of English. To plan individual support needed for pupils.

High Stakes Assessment of Phonics

Assessment	Purpose
Phonics screening assessment completed at the end of each half term in Year 1 and in Year 2 for pupils who have not met the Year 1 standard.	To measure the ability of pupils to inform planning for the next phase of learning.

High Stakes Assessment of Maths

Assessment	Purpose
Post-learning White Rose Maths unit assessment. This provides a review of the learning that has been covered within the unit.	To measure the ability of pupils in relation to an area of maths that they have just completed studying. This assessment will inform further support that is needed.
End of term White Rose Assessment. These combine the learning for the term and assess the retention of the new learning gained as well as assessing how well pupils can apply their skills in problem solving and reasoning.	To measure the ability of pupils and to plan for further support needed for individuals, if needed.

Low Stakes Assessment Across the Curriculum

*'There is substantial evidence that concludes that regular assessment, such as low-stakes testing, improves performance, due to the active retrieval that takes place during tests.'*²

Teachers will use a range of low stake assessment throughout their teaching to enable effective support and to plan the learning that will be covered. Examples of low stake assessment you will find at North Cave CE Primary School are:

² <https://researchschool.org.uk/kingsbridge/news/assessment-as-learning-the-case-for-calling-low-stakes-tests-retrieval-practice/>

<p><u>Quizzing</u></p> <p>This is providing an amount of questions that focus on the key learning aspects that the teacher requires the pupils to know. This quiz will be completed before the learning has taken place but also after.</p>	<p><u>Flash Cards</u></p> <p>This is for the teacher to gain a fast assessment of pupils by displaying flashcards for the pupils to read or answer depending upon their knowledge.</p>
<p><u>Mind Maps</u></p> <p>This is providing the pupils with the opportunity to display all knowledge they have on a certain subject area on a map which is then reviewed either on going or at the end of the unit to see the new learning that has been created.</p>	<p><u>Interactive Games</u></p> <p>These are pre-made activities that allow the pupils to play games/challenges which shows a pupil's understanding of a specific area, for example multiplication facts.</p>
<p><u>Self-Testing</u></p> <p>This is when the pupils develop the questions based on the learning that they have completed so far.</p>	<p><u>Info-Drop</u></p> <p>At any point of a unit, this is the chance for the teacher to assess the knowledge that has been gained. Pupils are asked to do an 'info-drop' which allows them the chance to write down some key facts/ideas that they have learnt.</p>
<p><u>Recap Activities</u></p> <p>At the start of lessons, a question or activity, similar to the lesson/s previously taught, will be displayed on the board. Pupils attempt this at the start to see if they have retained the knowledge.</p>	<p><u>Prove It</u></p> <p>This is providing pupils with a problem that they must apply previous knowledge to in order to prove their own answer.</p>
<p><u>What are the questions?</u></p> <p>For the area of focus, the teacher provides an answer, and the pupils must apply their learning to come up with what the question could have been. This can be done multiple times to gain an understanding of the pupils' knowledge.</p>	<p><u>Reflection Ripple</u></p> <p>This provides children with the chance to reflect upon their learning that they have previously experienced.</p>

The high stakes assessments are scheduled as in Appendix 1. Teachers will use their professional judgement to use further assessment if they feel it is required to gain an understanding of the attainment/progress of pupils.

Reporting to parents

Each year, parents are invited for two parent consultation evenings at which the children's progress, attainment and next steps are discussed. In the summer term, parents are provided with a written report by each child's class teacher summarising their achievements throughout the year.

Within the report, parents are provided with information about their child's attendance. In addition, they are provided with the results of any statutory assessments undertaken that year.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils. However, this should take account of the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working at a pre-phase standard of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Termly pupil progress meetings take place within school in order to allow teachers to discuss pupils' attainment and progress and plan and evaluate provision.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring

This policy will be reviewed annually by the Policy Committee.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

The headteacher will monitor the effectiveness of assessment practices across the school.

Appendix 1 - North Cave CE Primary School Assessment Timetable

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	EYFS Baseline					Early Years Profile
Year 1	Independent Writing Assessment Practice Phonics Screening Check	Independent Writing Assessment Practice Phonics Screening Check WhiteRose arithmetic and end of term test	Independent Writing Assessment Practice Phonics Screening Check	Independent Writing Assessment Practice Phonics Screening Check NFER Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment Practice Phonics Screening Check	Independent Writing Assessment Phonics Screening Check NFER Reading Assessment WhiteRose arithmetic and end of term test
Year 2	Independent Writing Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment Year 2 SATS	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test
Year 3	Independent Writing Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test
Year 4	Independent Writing Assessment Practice Multiplication Check	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Practice Multiplication Check	Independent Writing Assessment Practice Multiplication Check	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Practice Multiplication Check	Independent Writing Assessment Practice Multiplication Check	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test Multiplication Check
Year 5	Independent Writing Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test	Independent Writing Assessment	Independent Writing Assessment NFER Reading Assessment WhiteRose arithmetic and end of term test
Year 6	Independent Writing Assessment Y6 Practice SATS	Independent Writing Assessment NFER Reading Assessment Y6 Practice SATS	Independent Writing Assessment Y6 Practice SATS	Independent Writing Assessment NFER Reading Assessment Y6 Practice SATS	Independent Writing Assessment Y6 SATs	Independent Writing Assessment NFER Reading Assessment