

# Newall Green Primary School Assessment Policy 2024



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<b>Document Control</b>	
Title	Assessment Policy 2024
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Amendments	
Related Policies/Guidance	<ul style="list-style-type: none"> <li>• Individual subject policies (Literacy, Maths, Art &amp; Design, Music, History &amp; Geography, ICT, PE, RE, Science)</li> <li>• SEND Policy</li> </ul>
Review	1 year March 2025

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### **1. Intent**

The purpose of this policy is to outline the assessment arrangements for pupils in our school. We believe assessment should enable children to be successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world. Through the delivery and monitoring of Assessment, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

To make our assessments we:

- Use Assessment for learning
- Set clear targets in conjunction with the pupil
- Use a clear system for giving feedback through marking so that pupils are clear about their next steps
- Encourage peer assessment and self-assessment, so children can become reflective and self-managing.

### **2. Policy Implementation - Assessment of Literacy and Maths**

We use a combination of NTS test papers and teacher assessment to assess children in Reading and Maths in KS1 and KS2. This means that assessment is consistent in all year groups throughout school. These test results are then uploaded on to 'Mark' (NTS assessment analysis) and SIMS.

The assessment levels assigned are:

+, = and – for each year group.

For example for Year 5

5+

5=

5-

These grades are assigned cumulative points on SIMS so that progress can be tracked.

NTS tests are undertaken towards the end of each term with Teacher Assessment at the end of the previous half-term. The results of these tests and the gaps that are highlighted can then be addressed in the teaching throughout the following term. Year 6 also use the SATS writing assessment frameworks to inform their assessments from Autumn 2 onwards.

### **Maths Assessment**

In addition to the NTS Termly test Year 4 undertake the statutory Multiplication Tables Check in June each year. White Rose End of Block assessments are also taken after each unit has been taught. These are used to inform planning and identify gaps in children's knowledge and understanding.

Each half term Years 2-6 complete a times table test (paper test for Year 2/3 and using Times table rockstars soundcheck for Years 4-6). Scores are uploaded onto SIMS to monitor progress in times tables.

### **Reading Assessment**

In KS1, and with children who are below age-related expected for Year 2, children are assessed using The RWI Online Assessment system at the end of each half term. The children are then grouped according to this assessment for the RWI reading teaching. The results are used to create excel sheets which inform the teachers of the gaps in phonic knowledge.

### **Phonics Assessment**

In Year 1 the children take the Statutory Phonics screening test in June. Throughout the Year the children are screened (using previous versions of National Phonics Screening Tests) and tracked. The results of these screenings are used to stream the children and to plan to address the gaps. The test is repeated in Year 2 for those children who fail the test in Year 1.

### **Grammar assessment**

SPAG test papers are taken alongside the NTS Reading test in Years 1-6. Year 1 do NTS tests in Spring and Summer.

### **Spellings & key words assessment**

In KS2 and with those children in Year 2 who have completed the RWI phonics programme, the RWI Spelling Programme is used to assess and teach the National Curriculum Spelling Program.

Teachers use the RWI spelling system to identify precisely where a child is. Key words are also used alongside the spelling programme and are assessed ongoing. This in turn informs teaching and intervention, ensuring that the child receives appropriate support at the correct level. At EYFS and KS1 the screening will usually involve all children and be incorporated into a programme of discrete phonics teaching. Teachers keep class records in their assessment files to show the progress of each child in their spelling and key word assessments. [See the Assessment timetables for the schedule of assessments.] Year 6 focus on the NC requirements for the spellings which are required for the SATs in May whilst also using Spellings Shed alongside this.

### **Writing assessment**

In KS1 and KS2 children's writing is assessed once every half term. The children complete pieces of independent writing in their Literacy books and class Assessment sheets are used to identify any gaps. 4 'cold write' opportunities are completed throughout the year to support assessment. The writing assessment sheets assess children's grammar, spelling, handwriting and composition. These are used to help identify children's targets which are kept in a writing assessment folder. Teachers analyse the writing assessment sheets and use them to inform their planning and intervention groups. Year 6 also use the SATS writing assessment frameworks to inform their assessments from Autumn 2 onwards.

### **3. Individual Needs**

Identifying, assessing and monitoring children with special educational needs is the responsibility of the class teacher. Please see our SEND policy for more information. Children who do not access NTS tests and main stream teaching are assessed using B-squared. This is a detailed programme which breaks down the National Curriculum steps into smaller steps so that small amounts of progress can be seen and measured.

### **4. Pupil Record Sheets**

- Records of attainment in core subjects are kept on SIMs and these are tracked and monitored on a half-termly basis for all core subjects from Nursery up to Year 6.
- Teachers are responsible for putting data for their class on NTS and Sims each term.
- Non-core subjects are tracked and monitored on a termly basis. Teacher assessments are recorded on SIMs.
- Half-termly PPM meetings (Pupil Progress Meeting) are used to target children who are not working at the level required for a child of the specified age, whether above or below. These are led by a member of the Senior Leadership Team; discussions are held around how provision will be targeted to ensure that progress remains good.
- SLT are responsible for tracking the percentage of children on track. Phase leaders should also be aware of the % on track for each class in their phase.
- Phase Leaders are responsible for allocating Teaching Assistants to intervention groups and assigning pupils accordingly.

### **5. Reporting to parents**

- Parents receive one written report a year. In the reports the teacher will refer to the progress a child has made and if they are at the expected level for a child of their age.
- Teachers meet with parents twice per year to discuss their child's progress.

- Parents of children in the Nursery and Reception classes receive a report based on the Early Learning Goals in the Foundation Stage Profile.

## **6. End of Key Stage Assessments (SATs)**

End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Year 6 teachers set a range of work throughout the year to enable them to assess the children's attainment. This work is often carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Internal moderation is used to validate teacher assessment across the school. Moderation also takes place across the Wythenshawe cluster schools.

## **7. Non-core assessment**

Children are assessed using objectives from the National Curriculum. A range of evidence is used including scores from Half-termly Knowledge tests, pieces of written work as well as the children's verbal responses in class. Teachers use codes on SIMS to show what level each child is working at.

The assessment levels assigned are:

Above

At

On track

Working Towards

Below

Teachers record levels each term. Non-core PPM meetings take place once per term and are led by a member of SLT. Please see individual subject policies for more information on assessment.

## **8. Early Years Foundation Stage Assessments**

Assessment is essential to ensuring children make progress. As stated in the EYFS Framework (2024), 'ongoing assessment (also known as formative assessment) is an integral part of the learning and development process'. Our accurate assessment relies on us getting to know our children well and understanding their achievements and interests. Practitioners draw upon their knowledge of a child to make a professional judgement about their stage of development. The EYFS Framework does not require physical evidence to be kept for each child but some evidence is kept if teachers feel it will support their assessment of a child. Discussions with parents and carers also supports teachers with their assessments.

The Reception Baseline Assessment (RBA) is now a statutory requirement. It is a short assessment, taken in the first six weeks in which a child starts reception. This is completed with the class teacher and the child via an online portal. If additional children join the provision throughout the year, having not been in another school in the UK, the assessment needs to be completed with them in their first six weeks of joining our school.

Additionally, during the first few weeks of the academic year, teachers in Nursery and Reception assess the ability of each child using an internal baseline assessment. These assessments allow us to identify

patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. The children are assessed on an ongoing basis and their levels are recorded at the end of each term in addition to the baseline assessment. We also conduct phonics assessments each half-term.

At the end of the Reception year, we record each child's level of development against the 17 Early Learning goals as Emerging or Expected. We do not report an Exceeding judgement to the Local Authority but as a school we do identify children who are working beyond the EYFS.

We have a strong internal moderation process and teachers meet regularly to ensure validity of assessments. Teachers have formal opportunities to agree assessment judgements with others; in addition to daily informal conversations. During moderation meetings we discuss the development of an individual child, or group of children. The discussion also includes reference to the three Characteristics of Effective Learning. Year group leaders or the EYFS lead will decide on a focus for the moderation meeting each half term.

### **9. Impact - Monitoring of assessments**

The Senior Management Team will monitor data alongside children's work samples on a half-termly basis during PPMs (Pupil Progress Meetings). This will include monitoring of the validity and reliability of assessments and checking levels awarded are consistent throughout the school. Phase leaders will also hold assessment moderation meetings each term so that marking and assessment systems within each year group, and between the prior and future year groups are consistent.

Actions will be then be put in place for those pupils who are struggling to make progress. A staff meeting will be held at least once a year to evaluate the success and usefulness of the procedures in the assessment policy. Care is always taken to ensure that assessment does not overload teachers and is purposeful in that it improves outcomes for pupils.