



# **Assessment Policy**

**Reviewed - February 2021**  
**Next review - February 2024**

## **Introduction**

Assessment is a continuous process, which is integral to teaching and learning. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. Despite not being a state-maintained school, we use the National Curriculum as a starting point at Loose Primary School for all of the teaching and learning experiences that we provide for our children.

## **Aims**

Our assessment process aims to:

- Monitor and record the attainment and progress of individuals, groups and cohorts;
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention;
- Inform parents and the Governing Body about progress and attainment;
- Ensure a consistent approach to measure progress towards and against national standards.

## **Types of Assessment**

### *Formative assessment*

This is the ongoing, day-to-day assessment, which is carried out by teachers and is key to effective classroom practice. 'Learning Intentions' and 'Steps to Success' are shared with pupils who play an important role through critiquing of their own, and each other's, learning. Formative assessment is used by teachers to:

- inform planning for next steps in the teaching sequence
- identify pupils who require corrective teaching before moving on
- extend and deepen learning

We believe in a very simple but highly effective approach to ongoing marking, feedback and presentation. Guidance for staff is as follows:

- Pink highlighters for identifying areas to develop and green highlighters to identify strengths (*learning against the S.C*) and to celebrate. Green pens are used to show self/peer marking (alongside reasoning in maths)
- Teachers to mark in red / Children to 'polish' in purple
- All teacher-marking comments should be written to move the learning forward, ideally using a follow up question and must relate directly to the learning intention and success criteria.
- Children to be given a few minutes at the start of the day, and time during the lesson as necessary, to review and respond to marking using a purple 'Polishing Pen' (If there is no written comment from the teacher from the previous lesson they should make their own improvements)
- Presentation must be exceptional at all times (L.I & S.C stuck in, consistent focus on quality handwriting, spelling and composition. Also, high quality diagrams and setting out for maths).

This applies to all subjects, both core and foundation.

### *Summative assessment*

NFER test materials are used in years 3, 4 and 5 twice a year (Terms 2 and 6) to measure attainment against the National Curriculum and to support teachers with making accurate teacher assessment judgements in English and Maths.

## **National/Transitional**

Statutory Tests are administered at key points throughout primary school; children are assessed against national expectations. This data is shared with the LEA, School Governors and Parents as well as being used to support teachers in their own judgements.

- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of Year 4 Multiplication Checks

- End of KS2 (Year 6 SATs)

Practice SATS and Phonic Screenings are completed at agreed intervals throughout the academic year as agreed in the assessment timeline.

### **Foundation Subjects**

Teachers annotate the Loose Primary Curriculum and Assessment Document twice a year to track their judgements in all Foundation Subjects. Pupil Premium children's initials are highlighted in **pink**.

Data annotated in the Curriculum and Assessment document, will be calculated as % of children at WTS, WA and WGD for all foundation subjects in a tracking document for the subject leaders to access.

### **Measuring and Evaluating Progress**

The summative assessments are carried out for the majority of year groups twice a year and are used with formative assessment information to provide teacher assessment judgements that track pupil progress from one year to another. This is done to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Regular internal and external moderation sessions are used to validate these judgements throughout the year.

Pupil Progress Meetings are held every term to evaluate the progress for every child, identified groups of children, and to review provision maps and the effectiveness of quality first teaching and specific interventions.

### **Communication with Parents**

Children's attainment and progress will be discussed at Parent Consultation Meetings, which take place twice during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress outcomes and key assessment data will be included in these reports.

### **Early Years Assessment**

It is a national expectation that within 6 weeks of the child starting they will be given a 'baseline' assessment.

As the year progresses, children are formatively monitored on their progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children with evidence recorded in their Learning Journeys. Attainment at the end of the year is measured against the Early Learning Goals.

Parents are regularly included in their child's development at school and are able to view their child's Learning Journey at any time. End of the year reports include achievement outcomes using Early Learning Goals and parents have the opportunity to discuss them with the teachers.