



# Assessment Policy

Reviewed July 2023

Next Review due July 2024

This policy will be reviewed on an annual basis by the PPAT Directors.

# **Preston Primary Academy Trust**

## **Assessment Policy**

This policy has been written with the underlying principles of a Church of England school, which applies to Preston C of E Primary School and North Cadbury C of E Primary School.

### **Why do we assess?**

Children's progress is monitored very carefully within Preston Primary Academy Trust (PPAT) in order that we can provide the best possible opportunities and highest levels of support for all children. This will ensure that all children achieve their best. All assessment activities aim to ensure that children are able to make excellent progress in their learning whilst taking into account their individual needs.

The aims and objectives of assessment in our Trust are:

- To enable our children to demonstrate what they know, understand and can do in their work.
- To allow year teams to plan work that accurately reflects the needs of each child (referencing National Curriculum expectations).
- To help our children to understand what they need to do to improve their work.
- To provide regular information for parents so that they can support their child's learning.
- To take stock of whole school data and to identify future whole school development needs.

Marking and feedback to pupils, both written and oral are important aspects of the assessment process. They are integral to support an individual child on their learning journey and personal development.

### **Assessment at Preston Primary Academy Trust**

Staff at PPAT have worked collaboratively to develop an assessment system that takes into account the criteria of the National Curriculum.

As previously there is great emphasis on children's strengths as well as areas for development. It is mainly of a formative nature.

### **Reception Baseline Assessment**

The Government requires schools to deliver the Reception Baseline Assessment (RBA-DfE). This statutory assessment is an age-appropriate assessment of early mathematics, literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has 2 components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA-DfE will be used to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception to the end of Key Stage 2

## **Year One Phonics Check**

All children in Year 1 will participate in a phonics check. This assessment will be administered by a relevant teacher. Results will be included with the Year 1 end of-year report. They will take place in a nationally designated week in June

## **Year Four Multiplication Tables Check**

Children in Year 4 will participate in a multiplication tables check. This assessment will be administered by the class teacher on an iPad/tablet or computer and will take place in a 2-week period from 3<sup>rd</sup> June. Results will be included in the Year 4 end of year report.

## **National Tests**

Children in Year 2 may be assessed during May. The results of these assessments are reported annually to the parents by the Governing body. The national expectation is that children should aim to meet age related expectations or exceed at the end of Year 2. In addition, teachers across the school assess regularly and use this summative information to inform their planning and teaching.

Children in Year 6 are assessed during May. In 2024, the assessments are currently planned from Monday 13<sup>th</sup> May to Thursday 16<sup>th</sup> May. The results of these assessments are reported annually to the parents by the Governing body. The national expectation is that children should aim to meet age related expectations or exceed at the end of Year 6. In addition, teachers across the school assess regularly and use this summative information to inform their planning and teaching.

## **Marking and Assessment**

We aim to provide feedback to children through marking, so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to show their level of understanding and to add a comment or initials to acknowledge formative advice given. (See separate marking policy for more information.) Children in the older year groups may be able to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher. Teachers are advised to mark and review children's work at many points during a lesson (thereby not missing a learning opportunity.)

Assessment in Years 1 to 6 is recorded on an Assessment sheet and entered onto a computerised system termly. Children are assessed against the following descriptors:

- Below expectations
- Secure – Exhibits skills independently
- Above/Exceeding– Exhibits skills spontaneously and with confidence, representing higher levels of attainment.

The focus of each assessment will be related to National Curriculum criteria and learning objectives. Assessment sheets will be completed as summative documents and recorded on our computerised system. Each key performance indicator or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. It will also identify areas that need to be re taught on occasions.

Most assessment information will be collected through observations, information in books, pupil self-assessment and assessment activities such as tests or quizzes.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing, and Maths and, for some year groups, grammar, punctuation and spelling (GPS). This will be based upon the programmes of study. Judgements will be based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. The cohort document will contribute to Pupil Progress meeting discussions and toward accountability data.

### **Pupil Progress Meetings**

Meetings take place termly between the Head teacher and class teacher. Within these meetings, the progress of every child is considered, and discussion take place about factors which have secured good progress and factors which may be inhibiting good progress. From such discussions specific activities or further individualised learning plans may be put in place.

Throughout the term, similar conversations take place between teachers and phase leaders or senior leaders, who also check pupil progress and the effectiveness of intervention programmes. The SENDCo (Special Educational Needs Co Ordinator) is alerted if extra support is needed.

### **Parent Consultations**

Parent consultation evenings take place in autumn and spring terms for children from Year R to Year 6.

Parents are asked to complete a satisfaction questionnaire at the end of every consultation evening to check that they have received adequate information and are aware of how they can support their child at home.

### **Reports to Parents**

At the end of the year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-review by the child and summative observations by the teaching team. Parents/guardians are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

### **Inclusion**

Preston Primary Academy Trust is fully inclusive and works hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is for all children, including those with additional needs. We work hard to ensure that all additional support in the classroom is deployed efficiently. Where a child is not making the expected progress the class teacher works alongside colleagues, phase leaders, parents, external agencies and the SENDCO to plan further individual support. We follow the assess, plan, do, review cycle to make sure that all children are monitored closely and make good progress. We use learning passports

where appropriate, which are reviewed with the child and parents termly. The SENDCO is available to provide advice and support to staff and families. We also maintain a list of focus children who may be vulnerable despite quality first teaching. All children are encouraged to achieve their best and become confident individuals who will make the very most of the opportunities provided.