



Everychild Partnership Trust

Sandcross Primary School Assessment Policy

Current version approved by LGB date:	May 2024	
Previous review date:	July 2023	
Next review due by:	May 2026	
Version:	Date:	Notes:
V 1:0	May 2024	No changes

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1. 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 parent/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with Everychild Partnership Trust funding agreement and articles of association.

3. Principles of assessment

Assessment at Sandcross is:

- To inform teachers and pupils of their learning progression so that decisions can be made to plan and provide for a high standard of curriculum delivery.
- Used to reveal the learning of knowledge, the acquisition of skills and the understanding of both
- Timely in both assessment and feedback
- To facilitate the learning journey and to improve individual pupil, class, year and whole school standards
- To be inclusive and through metacognition for each child to understand their cumulative knowledge thus far and their next steps
- Appropriate to their age, to the task and to the desired feedback information

4. Assessment approaches

At Sandcross we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 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
- Teachers to identify gaps in pupils knowledge and their misconceptions so that these may addressed in a timely manner
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they have progressed and those in which they could improve
- Parents/carers to gain a broad picture of where their child's strengths and challenges lie, and what the child needs to do to improve
- Both our Read, Write, Inc phonics programme and our approach to teaching times tables, use structured continuous assessment as well as summative points in time

4.2 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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period
- Our school programmes of study for core subjects, Reading, Writing and Maths, all have summative outcomes at the end of each term. The Renaissance Star Reader Tests are used in reading alongside Destination reader lessons in KS2. Within the Maths No Problem programme, there are regular unit reviews and in years 4, 5 and 6 we have school Maths Stage fluency tests across year groups at the end of each term. In writing, independent pieces of writing are assessed and regularly moderated across year groups. In science, a pre-unit and post-unit diagnostic test on Century will be completed by KS2 pupils
- At Sandcross, our summative attainment is graded as EXpected Standard (EXS) for age related expectations, Greater Depth Standard (GDS) if working above the Expected Standard and shows a deep understanding of the work, Working Towards the age related Standard (WTS) if they have not yet reached the expected standard for their age or BLW if working below and out of year group. BLW can be BLW -1, BLW -2 etc referring to how many years out of year the child is working at present.
- Parents receive a data drop with regard to their child at the end of each term.

4.3 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 child or schools performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

Early Years Foundation Stage (EYFS) profile at the end of Reception

Phonics screening check in year 1 (and further testing for those who do not pass at the end of year 2)

National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) (to cease 2023)

Multiplication Tables Check at the end of year 4

National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5 Collecting and using data

Sandcross records summative data on its school Management Information System. This data is then shared termly with parents.

Formative data and verbal feedback is shared within year groups and with leaders in school to ensure standards of learning and teaching are being upheld. Feedback, as in our school policy, is to be age appropriate for effective impact.

Book-looks, lesson observations and learning walks are used to monitor provision, pupil progress and attainment.

6 Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Sandcross recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

During assessments, including internal and external assessments, and coursework

To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

As a research tool to help them find out about new topics and ideas

In reading using the MYon digital reading scheme and in using the Star reading tests

In completing homework on the Century platform where Science, Maths and Spelling, punctuation and grammar nuggets give feedback to pupils and uses AI to suggest appropriate follow-on levels of learning and assessment. Century also produces feedback for teachers for

children's next steps.

7 Reporting to parents/carers

In the autumn term there is a parents' evening for the class teacher and parent to gain an understanding of the child's well-being and learning in the new school year. This is followed up with a mid-year report at the end of the spring term and another parent consultation evening to discuss the report.

In the Early Years Foundation Stage, parents have online access to Tapestry where observations of their child are logged. We have a statutory duty to complete an Early Years Baseline within the first 6 weeks of a child starting reception. These results are not shared with the school nor the child's parents. Parents will receive a data drop in the mid spring term and then a full report at the end of the school year.

Assessment data in years 1 to 6 will be reported to parents termly. In the autumn and summer through an end of term data drop and at the end of the spring term/ beginning of the summer term through a full report and a parents evening. The full report will contain all subjects and activities within the curriculum, highlighting strengths and areas for development. These reports will include the percentage attendance for the child.

Pupil's who have an Individual Personalised Provision Map to outline their specific additional needs support will have this reviewed once a term.

Where a pupil is using a behaviour development plan to progress learning behaviours, this will be a 'live' online document for parents to access. This is usually reviewed regularly over a 4 week period where decisions about next steps will be made.

Where standardised national assessments have taken place, these will be specifically shared with parents in a timely manner.

8 Inclusion

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

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 will use meaningful ways of measuring all aspects of progress, including communication,

social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level 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.

9 Training

The school has an Assessment lead who keeps up to date with developments in assessment practice. The lead teacher attends both regional meetings and those across the Everychild Partnership Trust.

The lead teacher is assisted by Lead practitioners in each Key Stage who regularly moderate learning and books within PPA time. Alongside this the school has teachers who are Local Authority moderators in KS1 and in KS2.

All staff who are part of a year group with National Standardised testing will be trained in that assessment area so that they have full knowledge of the requirements of pupils and of them as the teacher.

All staff will have training in administering Key Stage testing as they may be called upon to support a child or children during their SATs.

The school has weekly Continuous Professional Development meetings where assessment and feedback are part of the ongoing process. The school is also part of the National College where staff may take learning modules (uploaded from school or from the National College) at any time they wish, perhaps as part of their professional development and planning day each term.

10 Roles and responsibilities

10.1 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11 Monitoring

This policy will be reviewed 3 yearly by Sandcross Governing Board. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The assessment lead is

responsible for ensuring that the policy is followed.

The Assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Baseline and thereon in, end of term Pupil Progress Meetings with each class teacher
- Year and phase group moderation and external moderation with other local schools or those in the Everychild Partnership Trust
- Lesson spotlights and observations
- Book scrutinies
- Learning walks.

12 Links with other policies

This assessment policy is linked to the:

- Marking and Feedback policy
- Curriculum policy
- Early Years Foundation Stage policy and procedures
- SEND Policy and the SEND Information Report