

# Assessment Policy

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**CAPTAIN WEBB PRIMARY SCHOOL**

Curriculum

Sarah Passey

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# Assessment for Learning Policy

## Rationale

Effective assessment is an essential and integral part of the quality teaching and learning we provide at Captain Webb. Assessment for learning is a continuous process and a fundamental tool recognised by all at our school. It helps us to ensure that teaching is appropriate and that learners are making progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. We believe that good assessment should be carried out in partnership with children, so that they can recognise their successes and be involved in setting new targets for future achievement.

A clear assessment policy helps us to support learning and progress across the curriculum and, importantly, helps teachers enhance their skill at making judgements so that personalised learning can take place and children can make progress in each and every lesson.

## The Purpose and Principles of Assessment at Captain Webb - Intent

- To enable children to demonstrate what they know, understand and can do in their learning – as well as defining the 'next steps' in their learning and how they might achieve these.
- That assessment is underpinned by the belief that every child can improve and make progress.
- To allow teachers to plan learning that accurately reflects the needs of each child.
- To track the attainment and progress of individual children, groups and cohorts and thus inform future planning.
- To afford reliable judgements about how learners are performing, related, where appropriate, to national standards.
- To provide school staff with data from which to evaluate both our teaching and the children's learning and set appropriate targets at whole-school, class and individual pupil levels.
- To provide the child's next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide information for parents on their child's progress.

## Types of Assessment- Implementation

There are three main forms of assessment:

- **Formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor quality first teaching accordingly;
- **Summative assessment**, which enables schools to evaluate how much a pupil has learned, over time, at the end of a teaching period;
- **Nationally standardised summative assessment**, which is used by the Government to hold schools to account.

## **Formative assessment**

This is an integral part of teaching and learning. It helps teachers to understand pupil performance on a *continuing* basis, enabling them to identify when pupils are struggling, when they have consolidated their learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension (e.g. activities to deepen understanding) as necessary. Formative assessment enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For the Leadership team formative assessment provides a level of assurance that staff will be appropriately supporting every child to make progress towards meeting expectations. This is monitored closely in termly progress reviews.

At Captain Webb, we use a range of formative assessment strategies in all subjects, including:

- Informing children of skills and knowledge based on learning outcomes.
- Asking a variety of questions throughout a lesson to judge children's understanding.
- Retrieval of previously taught knowledge' to secure long-term learning
- Making close observations of learning (particularly in Early Years).
- Providing regular opportunities to review learning against the learning outcomes.
- Involving children in peer and self- assessment.
- Incorporating assessment opportunities against learning outcomes in daily planning.
- Providing effective feedback and live marking to children on a regular basis, both verbally and in writing, which is matched to the ability, age and individual needs of the child.
- Providing opportunities for children to respond to feedback to show progress in learning
- Using assessments and feedback from marking to inform the next stages of learning and planning and to set individual targets for children.

## **Summative assessment**

This enables teachers to evaluate pupils' learning at the end of a unit, topic or a longer period. It also helps teachers to measure the impact of their own teaching. Both assist in supporting teachers in planning subsequent teaching and learning.

For the Senior Leadership Team, summative assessments are used to monitor the performance of cohorts (groups of pupils or classes) to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve progress and expected attainment.

At Captain Webb, we use a range of summative assessment strategies, including:

- Termly assessment of attainment of all pupils
- Termly assessment of attainment of Early Years children (Nursery and Reception) across all 17 areas of learning within the Early Years Foundation Stage curriculum
- POP (Proof of Progress) opportunities at the end of topics in Science and Foundation subjects
- Reviews for SEND children through the review of Provision maps

### **In Mathematics we undertake Summative Assessment in the following ways**

- End of unit assessments using White Rose are completed throughout the terms. The results of this are recorded in 'Transition Grids' so that interventions can be targeted and tracked.

- Half termly fluency assessments using Numbersense Assessment Tools.
- Multiplication Table Check in the Summer Term of Year 4.
- End of Key Stage SATs tests.

#### **In Reading we undertake Summative Assessments in the following ways**

- Half termly Read Write Inc Phonics assessments using the online assessment and tracking programme. The individual assessments check the pupil's phoneme knowledge, decoding skills and fluency. The assessments are analysed, and the pupils are group according to their reading ability. Any pupils who are making slower progress are provided with one-to-one interventions with our trained RWI tutor.
- Half termly SALFORD sentence reading assessments provide a standardised score and reading age. Any pupils reading below their reading age or making slower progress receive extra reading practice daily.
- Half termly Fluency assessments to obtain a words -correct per minute (WCPM) score, pupils are assessed individually as they read aloud for one minute from an unpractised passage of text. Any pupils who read a passage below 90 words a minute receive intervention to improve their fluency and reading speed.
- NFER reading assessments are completed by Years 3 – 5, mid-way through the school year (February) and at the end of the summer term. (July) These assessments check the pupil's comprehension knowledge and skills. These assessments are analysed using the online tools and targeted interventions are planned for. Previously published SATs papers are used to assess the attainment and progress of pupils in Year 2 and 6.

#### **In Writing we undertake Summative Assessment in the following ways**

- Pupils complete writing assessments at the end of each term, where final written outcomes are assessed against the objectives previously taught. The assessments inform the teachers of pupils next steps and successes. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks, as published by the Department of Education.

#### **In SPAG we undertake Summative Assessments in the following ways**

- Half termly spelling tests using the Read Write Inc Spelling assessments. Pupils also complete a test on their year groups common exception words (Red and Orange words) Any pupils scoring less than 10 on their tests are given additional small group time to revisit and practice these spellings.

#### **Nationally Standardised Summative Assessments**

Nationally standardised summative assessments will be used to provide information on how children at Captain Webb are performing in comparison to children nationally. They provide parents with information on how the school is performing in comparison to schools nationally. Teachers use them to have a clear understanding of national expectations and assess the performance of their pupils (and themselves) in a broader, national context. Nationally standardised summative assessment enables the Senior Leadership Team to benchmark Captain Webb's performance against other schools locally and nationally and to make judgements about the school's effectiveness and school improvement priorities. Ofsted, during inspections, also make use of nationally standardised summative assessments to provide a starting point for discussions when making judgements about a school's performance.

The range of nationally standardised summative assessments include:

- A Phonics Check in Year 1
- A Multiplication Check in Year 4
- KS1 SATs - taken by Year 2 children in June in reading and maths. These are used to provide additional evidence to support teacher assessment judgements in reading, writing and maths. A teacher assessment judgement in relation to children's attainment in science at the end of KS1 is also made.
- KS2 SATs - taken by Year 6 children in May. Externally marked, KS2 SATs include tests in reading, maths and spelling, punctuation and grammar (SPaG). Test results are reported to parents and governors. In addition to test results, teachers are required to submit teacher assessment judgements in relation children's attainment in writing and science.
- Early Years Foundation Stage (EYFS) Profile is completed for every child at the end of their Reception year.

### **Impact - Monitoring of assessments**

The Senior Management Team will monitor data alongside children's work samples on a 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 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.

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.]

#### 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 an individual Assessment sheet is used to identify any gaps. The writing assessment sheets assess children's grammar, spelling, handwriting and composition. These are used to help identify children's targets which are in the back of their Literacy books. Teachers analyse the writing assessment sheets and use them to inform their planning. Year 6 also use the SATS writing assessment frameworks to inform their assessments from Autumn 2 onwards. Year 2 do this from January onwards.

#### 1. 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.

In Science, at the start of every unit, we share a 'what we should know sheet', which recaps prior learning and vocabulary that children can build on. We then assess using a range of different tools:

- *Formative assessments* are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning and this feeds into planning for the next lesson or activity. Formative assessment in science includes assessment style questions throughout the journey (using them as either a pre-teach opportunity, a starter, a check in or a mini plenary) and a summary of learning sheet, which children fill out at the end of each lesson to summarise their new learning in their own words.

- *Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the unit's work. We assess substantive knowledge by using a hot test, which assess the key learning objectives, and a short vocabulary assessment at the end of each unit.

### Assessment in the Foundation Subjects

Assessment in the Foundation subjects is an integral part of teaching and learning and central to good practice. It reviews the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved.

### Assessment In Religious Education

We assess through formative, summative and assessment for learning.

- *Formative assessments* are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.

- *Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. We assess substantive knowledge through the understanding of key vocabulary and concepts. The children will also complete an assessment task relating to the big question of the unit. Teachers will use their assessments to form a judgement as to whether each child has reached the targets for each key question in their year group. Evidence of work will be highlighted in children's books, on photographs, videos and notes on discussions with children etc. This will demonstrate achievement of objectives.

### Assessment In Geography:

Declarative knowledge – (Knowing what the facts of Geography are. Children will be assessed at the end of every unit on their key vocabulary knowledge. Key vocabulary will be shared alongside their definitions at the start of every lesson.

Procedural knowledge – (Knowing how to do Geography) Children will be assessed once per school year on their locational knowledge. Children will apply their locational knowledge on a map of the

UK and a map of the world.

Disciplinary knowledge - Knowing how we know. This assessment is covered in our fieldwork through the application of these skills.

- Asking questions to investigate
- Collecting data
- Communicating data on a map or table/graph
- Evaluating and debating

#### Assessment In Computing.

- Formative assessments are carried out during and following short, focused tasks and activities, which feeds into the planning for the next lesson or activity.
- Children's assessment in a lesson is noted down on their learning label, green if they have met the objective/success criteria and red if they have not met.
- Structured reflections (see assessment policy) may be used to show a child has been given support or extended in their learning.
- Summative assessment in Computing units are conducted either through an end of unit assessment or rubric. An end of unit assessment will show children's knowledge at the end of a knowledge-based unit of work. Summative assessment can also take the form of an assessment rubric of children's final pieces of work in units where children apply the knowledge they have acquired. When using a rubric, each aspect of a final piece is given a descriptor for either 'Emerging' (Working Towards ARE), 'Expected' (ARE) or 'Exceeding' (Greater Depth).

#### Assessment In History.

Summative and formative assessment is carried out in every topic we deliver. Assessment of Prior Learning (APL) is used in each session. The end of each unit of study is concluded with an end of unit assessment, this incorporates Chronological understanding, Substantive knowledge and Disciplinary knowledge all of which is taken from our Key skills grid. Our Key Substantive Concepts and the key vocabulary knowledge is measured during these assessments.

#### Assessment In Music.

##### Formative Assessment

- Ongoing questioning and observation which will be noted and used for the purpose of AfL. This information will be used to inform the next steps in teaching.

##### Summative Assessment

- Video evidence captures each child's progress
- A termly vocabulary check assessment against the musical elements

#### Assessment In PHSE

Staff are committed to knowing the children well and promoting healthy relationships. Assessing PSHE is an integral part of this as well as the teaching and learning and good practice. Assessment reviews

the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved. In PSHE we assess in the following ways we assess through formative, summative and assessment for learning.

- *Formative assessments* are carried out during the lessons, either during tasks or during discussions. These happen either on a 1-1 basis or a group discussion assessment. These provide pupils and teaching staff with the opportunity to reflect on their learning in the context of the agreed success criteria.

- *Summative assessment* reviews pupils' capability and provide a best fit level. We assess substantive knowledge through the understanding of key vocabulary and key areas. The key areas that are assessed are first aid, road safety, water safety, sun safety and those topics linked closely to science (life cycles, smoking, alcohol etc). These assessments take place at the end of the unit taught and will consist of questions to assess knowledge and understanding.

#### Assessment In PE.

- Procedural knowledge – In PE children are taught the knowledge on how to perform a skill (Declarative knowledge), it is then their application (Procedural knowledge) of that skill that is the most important. This knowledge is assessed in a variety of ways;
- KS1 fundamentals – We assess children at the beginning of the year in Years 1 and 2 on the fundamental movements. We then reassess at the end of the school year to check progress.
- We provide children that don't pass this assessment with interventions – these provide children with an opportunity to catch up with their peers.
- Year 3 – Children who did not pass KS1 fundamentals in Year 2 will be provided with interventions and then reassessed at the end of the year.
- Swimming – Our swimming programme lasts for 10 weeks.
- We assess children in Year 6 on their ability to swim 25 metres unaided and lifesaving skills.
- We assess children at the beginning of the programme and at the end of the programme.
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#### Assessment in MFL

- Assessment in MFL is fundamental to both teaching and learning and is therefore routinely used by staff to enhance learning. Assessment evaluates the children's knowledge and understanding which they have developed during a particular unit and is essential to the learning process. Children are regularly involved with their assessments through formative and summative assessments.
- *Formative assessments* such as producing sentences, manipulating language structures, understanding of vocabulary, production and manipulation of vocabulary, skills in speaking, listening, reading and writing take place during and following short, focused tasks and activities. They provide children and teaching staff with the opportunity to reflect on the children's learning within the context of the success criteria with the teacher giving feedback orally or through marking. This in turn is fed into future planning for subsequent lessons. This process is supported by the end of KS2 attainment targets in the Languages Programme of Study (NC2014) and have been used to inform end of year statements for Years 3-6.
- *Summative assessment* is carried out by the MFL Coordinator at the end of each unit. We assess substantive knowledge through the understanding of key vocabulary and concepts through video evidence taken by the MFL Coordinator. Assessment is used to ensure children are progressing appropriately and adjustments are made to our curriculum to ensure closing gaps in learning before progressing further.



## Assessment in Art

Assessment is an integral part of teaching and learning and is used to help teachers help children. It reviews the skills that are applied by pupil to demonstrate the knowledge and understanding that has been developed. At the beginning of every new Art unit, teachers assess children's prior learning and can address any misconceptions immediately before starting new learning.

- Formative assessments of art, and the knowledge developed by children, is assessed by the teacher continuously throughout every lesson and in the moment. This happens through observations and verbal feedback. From this, teaching can be adapted to further learning when misconceptions have been identified. During the experimentation process of Art, teachers assess children's knowledge by looking at annotations in their sketchbooks. Assessment in art is an 'on going conversation'. This can be done on a 1-1 basis or whole class by sharing work with everyone.
- Summative assessment is carried out after the 'testing mediums' parts of our Art learning journey. Staff will give the children 'Even better if...' stickers to feedback on work. The feedback statements will be given from assessment against our knowledge progression grids. At the end of each unit of work (the final piece), the key knowledge in Art is checked. This is done by ensuring children have used key knowledge and skills that have been previously taught. In KS2, after completing all three art units in their year, children will compare the differences between modern, contemporary and traditional art (disciplinary knowledge).