

Assessment Policy (English and Maths)

Assessment is viewed as essential to, and an integral part of, effective teaching and learning.

Assessment is a process which provides information on a child's progress and achievement, which identifies what the child knows, understands and is able to do, and provides information to guide future learning. Assessment within the school should be a tool to improve pupils' educational attainment and to inform and improve teaching. Assessment is also undertaken as part of the school's accountability to inform parents, the Senior Leadership Team, Governors, the next teacher and other interested agencies of individual pupil and whole school progress.

Assessment at Comberton Primary will take two distinct forms:

Assessment for Learning (*please refer to our Feedback to Learning policy*)

"Assessment for learning is formative in nature and refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." Black, P. and William, D. (1998)

Assessment for learning involves

- gathering and interpreting evidence about students' learning; and
- learners and their teachers using that evidence to decide where students are in their learning, where they are going and how to take the next steps.

Assessment of Learning

Assessment of learning tends to be summative and is carried out at the end of a unit, term, year or key stage. The teacher undertakes this type of assessment to make judgements about a pupil's performance against set criteria (these may be set alongside national standards) and are used so that a school, parent or teacher can evaluate performance against that of others. They also allow progress to be tracked over time.

Effective assessment in this school is characterised by meaningful and useful information about the pupils' achievement and progress and will be used:

- To measure pupil attainment and progress both within a year and over time.
- To benchmark and record those pupils working at age expected levels. Intervention programmes will target those pupils who are at risk of not meeting national expectations, for those children who need to 'close the gap' or whose progress is identified as causing a concern.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the Senior Leadership Team and Governing Body of the school's standards (benchmarked against national expectations), progress against key areas of improvement, what impact the school development plan is having and how the school compares with other similar schools.
- To inform parents/carers whether their child is making good progress and how their child is doing compared with others of the same age.

Assessment procedures at Comberton

Formative: Assessment for Learning (*please refer to our Feedback to Learning policy*)

- Evaluation of learning and teaching on a daily basis through oral and written feedback – recorded through the marking of pupils' work and through annotating lesson plans, unit plans or medium term planning.
- In the Early Years this will take the form of observations, recorded in Learning Journeys, and in Key Stage 1 and 2 teachers may also maintain personal records of children's progress used to inform more summative judgements.

These procedures will:

- Inform the next stage of teaching or help in identifying particular problems.
- Inform planning at short and medium-term levels.
- Be useful when planning intervention programmes or talking to another adult such as a teaching assistant/SENCo/Key Stage Leader/Head teacher.

Teachers will:

- Use questions to check understanding at the beginning, throughout and at the end of lessons and make links to previous learning.
- Use a range of closed and open questions to assess depth of understanding.
- Make explicit to pupils the objective/s of the lesson, e.g. "We are learning to"
- Make children aware of the success criteria and the 'steps to success' to enable them to achieve.
- Develop the skills allowing children to self and peer assess.
- Provide opportunities for pupils to explain their thinking to each other in pairs, talk partners, groups or as a class using appropriate technical vocabulary.
- Use pupil voice discussions so that they know what it is they need to improve.
- Mark/respond to pupils' work including indicating where the learning objective has been met and next steps in their learning.
- Provide opportunities for pupils to read and respond to their feedback.
- Use responsive interventions, targeting misconceptions, where appropriate.

Summative: Assessment of Learning

EYFS

Within the first six weeks in which a child starts reception, they complete the Reception Baseline Assessment (RBA), which assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA will be compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. The data generated is used for this purpose only, and is not suitable as a formative or diagnostic assessment.

Staff in the Early Years are informed by the Early Years Foundation Stage Framework (DfE, 2021) and the non-statutory curriculum guidance set out in Development Matters (DfE 2021). Setting-created checklists are used to identify whether pupils are on track or not on track to meet the Early Learning Goal on entry (within the first half term), at the mid-point (February), and the end of the year.

At the end of Reception, pupils are assessed against the 17 Early Learning Goals. Teachers will judge for each Early Learning Goal whether a child is meeting the level of development expected at the end of the Reception year. Teachers use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development. This is informed by observations and assessments which are recorded in Learning Journeys. The recording method may take the form of a photograph, observation note, a piece of recorded work or a child's explanation.

For each ELG, teachers judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected); or
- not yet reaching this level (emerging)

This forms the judgement as to whether they have met the 'good level of development'.

Key Stages 1 and 2

Throughout Key Stages 1 and 2 (Years 1 through to 6) the children will be assessed termly using our assessment criteria for reading, writing and maths. Class Assessment Overviews will then be used to record attainment and progress each term.

Evidence demonstrated in pupils' books, evidence collected through guided teaching groups and evidence from formative assessments during teaching will be used to make a judgement regarding the extent to which a child is accessing and evidencing understanding of year group content and therefore working within age-related expectations.

Assessment Criteria

The expectations for each year group are detailed for reading, writing and maths. These have been designed by subject leaders under the guidance of the assessment & curriculum lead (the deputy head teacher) and agreed by the SLT

The structure of the assessment criteria sheets and rationale for use has been agreed for each area and shared with staff.

Reading

Structure:

- Assessment sheets are broken down into the following sub-headings in line with the NC:
 - Word Reading
 - Comprehension (which is also then broken down into further sub-headings: Familiarity with text, Word meanings, Understanding, Inference, Prediction and Non-Fiction)
- Additionally, a 'Reading Behaviours' subheading is included. These are also NC objectives, along with some aspects included in the year group/phase overviews within the NC.
- For reception and year 1, a further early reading progression termly overview is included, outlining the expected progression in phonics to further exemplify the decoding objectives.
- Age-related reading stages for the end of each academic year are included on the assessment sheet. This will help to benchmark the standard of text that objectives outlined should be observed within.
- Y3/4 and Y5/6 have one assessment sheet per phase, in line with the NC. Reading stage expectations are however stated by year group.
- Key expectations for pupils to be deemed to be working within their year group are outlined in italics. These expectations are given within year group/phase narrative within the NC.

Rationale for use:

- Age-appropriate levels of texts should be used as part of ongoing assessment when considering pupils' application of year group objectives. Inclusion of reading stages for the end of each year group will assist this.
- Word reading and comprehension should be the key objectives assessed.
- Although the writing behaviours outlined will be more indicative of pupils working at greater depth, they are not listed as such as they are behaviours to be promoted in all pupils at whatever level of comprehension or decoding they happen to be.
- An additional comprehension objective not outlined in the NC is included for Y3/4 and Y5/6 around recognising the aspect of comprehension being sought within reading questions (verbal or written), and selection of an appropriate type of answer (e.g. retrieving directly from the text vs own reader response). Although not a statutory aspect of the curriculum, it is frequently cited by teachers as an indicator of/barrier to how well pupils can demonstrate reading comprehension at an age-expected level, and so has been included.
- Objectives should not be used as a 'ticklist' to deem whether or not pupils are working at an age-appropriate level. Teachers should consider the extent to which pupils have accessed age-appropriate content taught up to that point, and use the assessment sheet holistically to consider the child as a reader, and inform the picture of relative strengths and weaknesses, thus informing discussion at pupil progress meetings and the planning of next steps to maximise progress. There is no expectation that a sheet is printed for each pupil.

Writing

Structure:

- Assessment sheets are broken down into the following sub-headings in line with the NC:
 - Composition
 - Transcription (comprising of spelling and handwriting)
 - Vocabulary Grammar & Punctuation
- Additionally, a 'writing behaviours' sub-heading is included, comprising of elements of the non-statutory, more 'anecdotal' aspects outlined in the NC for year groups/phases, along with our own priorities for writing in line with development work we have completed as a school.

- In year 1 and reception, spelling progression is outlined included separately in line with termly phonics teaching/expectation.
- Although Y3/4 and Y5/6 objectives are outlined as phases within the NC, these are split into year groups as assessment sheets to take into account year group specific vocabulary, grammar & punctuation content outlined in Appendix 2. Other objectives remain the same across the two year groups within the phase, apart from those objectives deemed more sophisticated, where a quantifier (e.g. some, many, most) is used to differentiate expectation across the phase. Examples of this are for accurate use of direct speech (Y3/4), use of paragraphs (Y3/4) and accurate use of spelling list words.

Rationale for use:

- The NC objectives are statutory in terms of teaching; however, the assessment sheets should not be used as a 'ticklist' of skills that pupils must evidence in order to be deemed to be working within age expectations. At each assessment point, teachers should consider holistically what pupils have been taught so far that year that is age-appropriate, and the extent to which they are able to access/implement those skills within their writing. This should then inform where pupils are placed within their class assessment grid. There is no expectation that a sheet is printed for each pupil.
- Although the writing behaviours outlined will be more indicative of pupils working at greater depth, they are not listed as such as they are behaviours to be promoted in all pupils at whatever skill-level they are working at. The conscious control of the knowledge and understanding of skills for writing they do have, and the links made to reading at whatever stage of progression this is, can be encouraged in all pupils. This will form a broader picture of pupils as writers and should inform pupil progress meetings.
- For skills outlined in appendix 1 (spelling), particularly within KS2, expected inclusion within writing should be based on appropriateness within each piece. This is also the case with words appearing on spelling lists given in the NC. Authorial intent of the child based on purpose and audience, rather than a requirement to provide evidence, should lead the inclusion of any skill, spelling pattern or word. Additional opportunities such as explicit practice of spelling patterns/word list words can also be used to deem pupils' ability in these areas.

Maths

Structure:

- There is one assessment sheet per year group in line with the way in which objectives for each year group are set out within the National Curriculum.
- Assessment sheets are broken down into the following sub-headings in line with the number strands of the National Curriculum: Number and Place Value, Number Facts, Addition and Subtraction, Multiplication and Division and Fractions.
- Additionally, a 'mathematical learning behaviours' sub-heading is included, comprising of our own priorities for maths in line with development work we have completed as a school.

Rationale for use:

- The National Curriculum for KS1 and 2 is broad with many objectives covering the following strands: number and place value, addition and subtraction, multiplication and division, fractions, measurement, geometry - properties of shape, geometry - position and direction, statistics, ratio and proportion and algebra. To assess against all of these National Curriculum objectives for each year group would be time consuming and capture more information than would be needed to make a judgement about each child's attainment.
- The Comberton assessment criteria therefore focuses on the most important knowledge and understanding in each year group as identified by the Ready to Progress Publication, created by the Department for Education and NCETM in June 2020. This document summarises the core concepts within each year group, deemed pivotal for progression to the next year group. It has a particular focus on the number strands from the national curriculum and ensures a focus on children's fluency, reasoning and problem solving, in line with the three aims of the National Curriculum for mathematics.
- The assessment sheets should not be used as a 'ticklist' of skills that pupils must evidence in order to be deemed to be working within age expectations. At each assessment point, teachers should consider the age-appropriate content pupils have been taught so far that year, and the extent to

which they are able to access/implement these end-of-year objectives within their independent work. This should then inform where pupils are placed within their class assessment grid. There is no expectation that a sheet is printed for each pupil.

- Although the mathematical behaviours outlined will be more well established in pupils working at greater depth, they are behaviours to be promoted in all pupils, working at any level of attainment.

Class Assessment Overviews

Staff complete a class assessment overview sheet at the end of each term which considers attainment and progress in reading, writing and maths.

Pupils' names are populated in the following grids for each of the three areas:

Attainment:

Pupils not accessing year group content / accessing minimal year group content	Pupils accessing expected year group content	Pupils accessing year group content with greater depth
	Requiring support	
	More independently	

Progress:

Consider pupils' progress based on previous internal and statutory assessment points

Potential to make stronger progress		Intervention/further work needed in order to make expected progress	
WTS - potential EXS	EXS – potential GDS	EXS – EXS	GDS – GDS
Other progress concern:			

All pupils will be placed in the 'Attainment' grid. Teachers use the year group assessment criteria to deem the extent to which they are accessing year group content. Where pupils are placed in the 'not accessing year group content' box, it should be identified which year group's objectives they are broadly accessing.

Within the 'Progress' grid, only pupils who have potential to make stronger progress based on their last key assessment point, or are at risk of not making expected progress from their last key assessment point, will be recorded.

Making attainment judgements

At each assessment point within the academic year, teachers should consider the content covered up to that point and the extent to which children have accessed and applied the objectives. This ensures that lower judgements are not made purely based on lack of exposure to a skill. As outlined in the 'rationale' of each area's assessment criteria, statements are not designed to be used as a ticklist with a certain number needing to be ticked off in order to be deemed working within year group expectations. At each assessment point, the following criteria should be applied by staff.

- **Not accessing year group content/accessing minimal year group content:** Pupils will be placed in this box if they have multiple areas of need from previous year group criteria which are preventing them from accessing their year group's objectives. However, they may be accessing or beginning to apply some of their year group objectives with support. When pupils are placed within this box, teachers should identify which year group's objectives they are broadly accessing/working within. This should be recorded in brackets after the child's name.

- **Accessing expected year group content:** Pupils will be applying the year group skills and objectives taught up to that point accurately on many occasions. Skills from previous year groups are applied mostly correctly. They may be demonstrating reading or writing behaviours outlined on their year group's assessment criteria. However, this may be with prompting or support. If reading or writing behaviours are a relative strength, but application of current or previous year group objectives is not mostly accurate, pupils should be placed in this box. Pupils who demonstrate understanding and application of year group objectives but often require adult intervention to do so accurately should be placed in the 'requiring support' section of this box.
- **Accessing expected year group content with greater depth:** Pupils will be placed in this box if they are applying both their year group and previous year groups' objectives taught up to that point mostly accurately. They will also be demonstrating many of the reading/writing behaviours outlined on their year group's assessment criteria.

Gaps identified in current or previous year group objectives will inform further planning, target setting and can be discussed at pupil progress meetings and with other adults who will be working with the child.

The quantifiers most, many and some are used to aid judgement of the extent to which pupils understand and apply skills. These descriptors for these are taken from the teacher assessment framework:

'Most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

The role of Pupil Progress Meetings

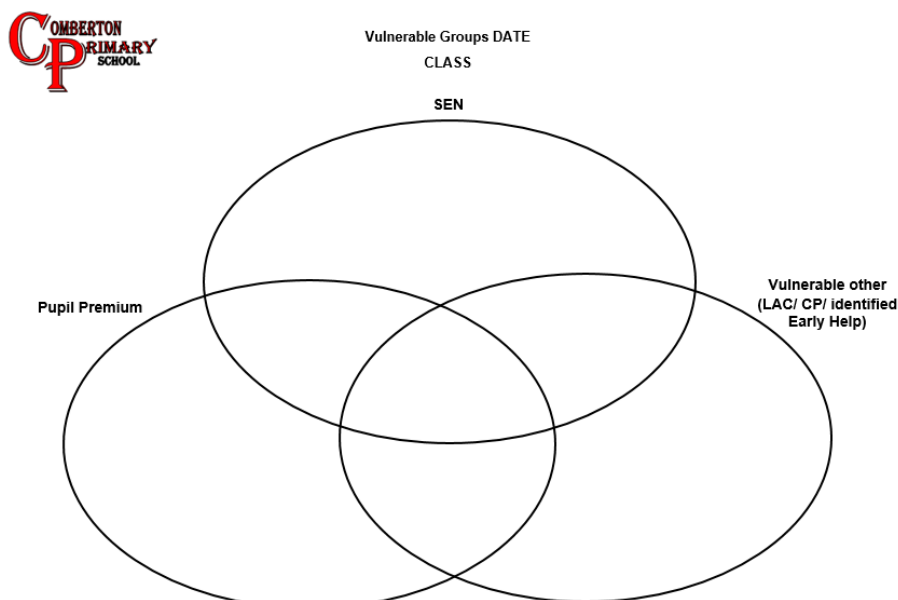
Pupil Progress meetings are held with individual or year group teams, at the start of each term, to review the progress of the whole class, vulnerable groups and any individuals who are causing concern. At these meetings, termly data is reviewed alongside the impact of any intervention programs.

These meetings allow the school to review overall pupil progress, to identify key foci for the following term and to identify underachieving children. Where appropriate, additional plans are put in place, e.g. a change to provision to address specific barriers within learning, or more careful monitoring to consider whether referral to an external professional/being placed on the SEN register is required

Key 'closing the gap' groups

Priorities for discussion must include those identified on Class Assessment Overviews as not accessing or accessing minimal year group content and therefore working below age related expectations, and those who are identified as being at risk of not making expected progress from the last key assessment point.

Staff identify key groups whose attainment and progress should be closely monitored through the use of a Venn diagram recording pupils who have SEN, are Pupil Premium, or have another identified vulnerability such as LAC, PLAC, CiN or CP or are in receipt of Tier 3 or 4 Early Help).



Inclusion

We are committed to providing a learning environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. The Equalities Act (2010) requires schools to promote equality of opportunity for all pupils.

Children with learning difficulties need tasks, including those used to assess attainment, appropriate to their abilities. The language or mathematical demand on an activity can be simplified and practical tasks can be adapted. More-able children will need specially extended tasks (mastery) that challenge their thinking and develop their understanding.

End of Key Stage Assessment procedures: Key Stage 1

At the end of key stage 1, teacher assessment in mathematics and reading will be informed by externally-set, internally-marked tests. The tests will reflect the new national curriculum and will be expressed as a scaled score. These tests will be used alongside the statutory interim framework to make a teacher assessment judgement for reading, writing, maths and science. Teachers will base their teacher assessment judgement on a broad range of evidence from across the curriculum and each of the standards within the interim framework contains a number of 'pupil can' statements.

To demonstrate that pupils have met a standard within the interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s). Some of the statements contain qualifiers (some, many and most) to indicate that pupils will not always consistently demonstrate the skill required.

End of Key Stage Assessment procedures: Key Stage 2

At the end of key stage 2, pupils will sit externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling. The results of the tests will be reported to pupils and parents as scaled scores.

For writing, teachers will assess pupils as meeting one of several performance descriptors.

- Working below the national curriculum assessment standard (using pre key stage standards 1-6, or the Engagement Model)
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

Teachers will base their teacher assessment judgement on a broad range of evidence from across the curriculum and each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within the interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s). Some of the statements contain qualifiers (some and most) to indicate that pupils will not always consistently demonstrate the skill required.

Year 1 Phonics screening check

During the summer term, children in Year 1 complete a phonics screening check. This check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. Currently, a pupil must attain a score of 32 to pass the test. Children who are unsuccessful in Year 1 re-sit the test in Year 2.

Moderation

Assessment, its role and school procedures are discussed regularly both formally - through staff, phase, and SLT meetings - as well as informally during our daily approach to learning and teaching. Teachers' assessments are moderated termly to ensure parity of judgements. This includes moderation as a year group, supported by a key stage leader, as a key stage, or as a whole school. The SLT will also moderate work evidenced in pupils' books to ensure that judgements are accurate, and new teachers will be supported by SLT in making assessment judgements. Alongside this, the school will work with other local primary schools to moderate judgements and consistency of expectations.

Teacher assessment in reading, writing and maths in Key Stage 1, and in writing in Key Stage 2, is subject to external moderation by the Local Authority on a four-year cycle. In years where there is no

external moderation, teachers may attend county moderation meetings and updates to ensure that they achieve consistent judgements.

Reporting

Information on how each child is achieving, and the progress they are making, is discussed with parents at the Autumn and Spring Parents' Evenings. At these meetings, parents are provided with information regarding year group expectations, their child's targets and how they can support at home.

Annual reports are completed at the end of the school year and provide parents and teachers with information about a child's attainment and progress in line with the guidance documents 'School reports on pupil performance: guide for headteachers' (STA 2022) and 'Reporting to parents at the end of key stages 1 and 2' (STA 2022). Our aim is that reports

- are jargon free and informative;
- cover children's attainment and progress, not coverage of the curriculum;
- will include information about the extent to which children are accessing year group content, and the level of support required to do this;
- provide a written comment reflecting reading, writing and maths and relevant information about foundation subjects and more holistic development;
- share pupils' next steps
- indicate comments by the pupil;
- invite parents to comment.

All staff follow the principle that parents should be informed if their child is giving cause for concern in any area before any concerns escalate.

Assessment at the end of Reception, Year 1 Phonics (and Year 2 re-sits) and KS1 and 2 teacher assessments will be reported to the DfE either via the local authority or direct through the NCA.

Monitoring

The Headteacher, supported by the SLT, will use discussions with staff, progress meetings, learning walks and book trawls to monitor the implementation of this policy. Governors will be informed and updated through Raising Standards Committee meetings.

This policy will be evaluated and reviewed in line with the policy review cycle. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

Signed by:

Chair of Raising Standards Committee: Date:

Head teacher: Date:

Agreed at the Raising Standards Committee Meeting on: