



North Westminster Federation

Working Together to Grow Our Future

Assessment Policy & Procedure

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Principles of assessment	2
Key performance Indicators.....	3
Language of assessment	3
Early Years Foundation Stage.....	3
4 Assessment procedure.....	3
The Formal Assessment Cycle.....	5
5. Reporting to parents/carers.....	6
6. Inclusion	7
7. Training	7
8. Roles and responsibilities.....	7
9. Monitoring	8
10. Links with other policies.....	8

Approved by:

Date: June 2024

Last reviewed on:

Next review due by:

June 2026

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 parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

The purpose and aims of our policy and approach are to:

- Improve pupil outcomes
- Evaluate the impact on learning of our intended and implemented curriculum
- Inform teachers and pupils of their next steps in learning
- To ensure we identify pupils falling behind and provide them with the right support to catch up
- Ensure assessment is not onerous for teachers and all stakeholders
- Eliminate discrimination and advance equality of opportunity

To embed these aims we will:

- integrate assessment into teaching and learning and actively involve the children;
- use assessment to inform future teaching and learning and timely intervention;
- provide regular opportunity for teachers and leaders to discuss progress and attainment of children;
- give feedback to children about their learning and ensure we accurately identify their next steps;
- use assessment information to inform the school's strategic planning;
- inform and engage parents using appropriate language without jargon at fixed points across the year and where necessary to support the individual child;
- report to Governors to enable them in their role as a 'critical friend';
- fulfil statutory requirements, reliably and without bias;
- maintain a knowledge of best practice for assessment and work with other local schools to support the reliability, lack of bias and effectiveness of assessment systems.

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](#)

3. Principles of assessment

Our assessment principles are underpinned by a confidence that everyone can improve and achieve. We believe assessment is:

'encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. . . . finding out where learners are in their learning, finding out where they are going, and finding out how to get there.' Dylan William, *Embedded Formative Assessment*

Our assessment practices have been designed to assess children's retention and application of learning across the curriculum at both Hallfield Primary School and Essendine Primary School and inform teaching

and learning. The assessment processes are designed to be the most impactful on children's outcomes whilst maintaining a manageable workload for staff. Therefore, this policy has been informed by best practice and government recommendations.

Key performance Indicators

Each subject details the progression in our curriculum of both substantive and disciplinary knowledge. These are outlined as 'Essential' knowledge and forms the basis on which teachers assess. This is done through a combination of formative and summative assessment strategies.

Hallfield and Essendine have used the Key Performance Indicators developed by the National Association of Headteachers (NAHT) in core subjects and our own essential knowledge within our curriculum frameworks to develop an appropriate formal assessment system. This enables us to effectively track children's progression and attainment towards age related key objectives.

Language of assessment

Age related expectations (ARE) are the minimum objectives a child is expected to achieve for that year group by the end of the year. As children work towards the age-related expectations, the achievement of and progression toward Key Performance Indicators is assessed. This is the terminology that we use for the reporting of levels on SIMS. The different stages of expected progression toward age related expectations are:

Emerging – Children are working within the age group and achieving early key performance indicators.

Developing – Children have achieved most of the Key performance indicators.

Secure – Children have achieved the Key Performance Indicators and are at age related expectations

Mastery – Children have achieved the Key Performance Indicators with **greater depth**, including linking ideas and applying in increasingly non-standard and abstract contexts.

Early Years Foundation Stage

Assessment of children is based on the adult's knowledge of child development and in line with statutory regulation.

As each child enters the Foundation Stage, staff use their professional judgements to assess the age band children are working within across the 7 areas of learning of the Early Years Foundation Stage.

The EYFS progress check at 2 is completed by the key worker. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

All adults observe the children's development and progress, this could include:

- on-going observations;
- photos;
- drawings;
- parent/carer contributions;
- children's own comments.

Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

4 Assessment procedure

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

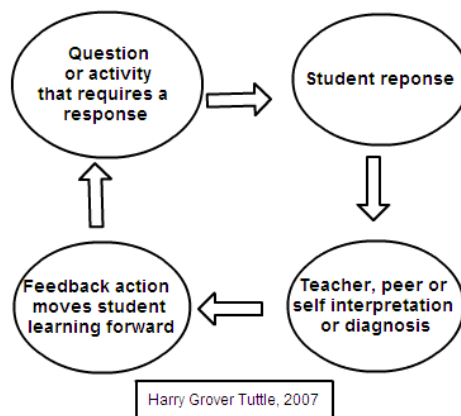
We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

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
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment is at the heart of our approach to teaching and learning. It creates a cycle that informs continuous and timely improvement. This is applied to every subject; it is continuous and ongoing and shapes teaching and learning.



Underpinned by confidence that every child can improve, teachers' classroom practices of **Assessment for Learning** include, but are not limited to:

- sharing 'Learning Objectives', 'Learning Intentions', 'Remember Tos' and 'Success Criteria' (see Curriculum, Teaching and Learning Policy for guidance);
- using a uniform procedure for retrieval practice in all subjects;
- using effective questioning and discussion;
- the use of knowledge organisers for regular retrieval practice in foundation subjects, and quizzing;
- providing immediate verbal and written feedback within lessons;
- whole-class feedback, with shared and worked examples;
- marking that scaffolds, challenges and communicates children's next steps (see Marking and Feedback policy for guidance);
- carefully selecting activities at key points to check progress towards larger goals, including hinge questions;
- employing a mixture of self-assessment, peer assessment and consolidation tasks supported by clear, child-friendly success criteria.

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

Across the curriculum at both Hallfield and Essendine and throughout sequences of learning, teachers monitor the accumulation and retention of knowledge and skills stipulated in our curriculum as part of their lesson design. The curriculum has been sequenced to build on prior knowledge and skills across each year and across each year group. Assessment of this is done through well-designed tasks, questions and discussions with children. In order to ensure that this knowledge has moved to long-term embedded memory, children should be assessed on this learning across the year and year groups. Ongoing assessment activities can include:

- regular retrieval questions (to include recall of learning from previous topics and year groups);
- the use of mind mapping prior knowledge (drawing on previous learning that may be relevant);
- concept cartoons before and after units and topics;
- topic presentations;
- essay questions in Upper Key Stage 2;
- quizzes and tests (including online such as through Purple Mash and Century);
- quizzing and tasks based on knowledge organisers;
- assertive mentoring;
- cross curricula links: applying knowledge in other areas of the curriculum;
- recall grids with built-in termly curriculum time for teachers to plan responses to assessments.

The Formal Assessment Cycle

There is an annual cycle of formal assessment that informs the longer journey of each child across the year groups and key stages, to ensure children make appropriate progress in each subject. This includes:

- Individual target setting in core subjects based on prior key stage attainment, previous year attainment and progress over time.
- Creating and updating Class / Assessment Profiles with up to date and relevant information including attainment and progress data.
- Baseline assessments for reading (benchmarking), phonics, grammar and maths (number and reasoning).
- Continuous moderation of ongoing judgements made by teachers through Planning, Preparation and Assessment (PPA) supported by leadership, including subject leaders.
- Evidence Me data collection in the EYFS.
- Floor books to record tasks and activities in the EYFS and KS1.
- Gap analysis half termly in key year groups across the Federation.
- Moderation meetings across the federation termly and with other schools locally at least annually.
- A termly assessment week to support summative judgements around progression towards the expected standard at fixed points. This includes:
 - a reading test;
 - assessments for maths in both arithmetic and reasoning;
 - a grammar assessment;
 - moderating published writing using assessment grids;
 - phonics assessments (see separate policy);

- reviewing children's work and learning;
- reviewing ongoing informal teacher assessment;
- updating our assessment data tracking spreadsheet;
- updating of our assessment tracking system (SIMS).
- Pupil Progress Meetings for teachers and senior leaders to discuss the progress of children towards their individual targets and inform future provision.
- Learning Conversations with teachers
- Analysis of whole school data each term for strategic planning including:
 - all children's attainment and progress in each core subject;
 - progress and attainment of disadvantaged children in each subject;
 - progress and attainment of homegrown children in each subject (Hallfield);
 - the progress and attainment of groups and cohorts.
- Reporting to Governors termly.
- Providing a mid-term report to parents with a final report at the end of the year.

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 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
- Reception Baseline Assessment
- Phonics screening check in year 1
- Phonics catch-up in year 2
- Multiplication Tables Check in year 4
- Optional National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)
- National Curriculum tests at the end of KS2 (year 6)

5. Reporting to parents/carers

Parents are encouraged to be active participants in their child's learning. We aim to provide an environment whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through newsletters, termly curriculum maps, homework tasks, reading records, reports, open days, coffee mornings, blogs (Hallfield), newsletter (Essendine), parental workshops and the website. Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' evenings are held in the Autumn and Spring terms. Mid-term reports are discussed with parents in the Spring term and a full report is sent to parents at the end of the year. This report will provide information about the child's performance in all National Curriculum subjects. In Year 1 it will include details of the phonic screening check; in Year 4 it will include detailed of the Multiplication Tables Check and in Year 6, it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and SPAG.

6. Inclusion

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

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.

The school has a number of children who have learning needs and who may therefore not be accessing the curriculum for their year groups. Those with high needs SEND, who are working below the yearly progression documents, are assessed using the pre-key stage standards. The class teacher and relevant 1:1 support staff are responsible for the upkeep of individual SEND children's records of progress and data. Their data will also be included on the centralised SIMS system. As part of the termly assess and review process, all phase leaders meet with the SEND team to discuss the progress of children with SEND and identify further actions for individuals e.g., involvement of external agencies and classroom strategies.

Additionally, the Federation utilises the Engagement Model, which identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition. Effective use of the engagement model is based on regular observational assessment and reflective pedagogy.

The model combines a formative and summative assessment approach. It is used to assess pupils' progress and development regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, which enables the pupils' achievements and progress to be measured over time.

The Federation also, for pupils who have ASD, utilise SCERTS planning targets, which is a framework for planning for children with ASD. SCERTS stands for Social Communication, Emotional Regulation and transactional supports and recognises the need for children to be regulated in order to be able to learn. It also prioritises the need for children to develop their social communication skills in natural environments with the support of transactional supports such as visual timetables and core vocabulary boards. Support staff are timetabled to meet regularly with teachers in order to be prepared to effectively support children with SEND.

7. Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system. Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assistant Headteacher with a lead on assessment will ensure that best practice is shared and endeavour to keep up to date with latest research.

8. Roles and responsibilities

8.1 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

8.2 SLT

The Executive Headteacher, Heads of School, Deputy Headteachers and Assistant Headteacher are 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

8.3 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

9. Monitoring

This policy will be reviewed bi-annually by SLT. 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 Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and SLT, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

10. Links with other policies

This assessment policy is linked to:

- Curriculum, Teaching and Learning policy
- Early Years Foundation Stage policy and procedures
- Marking and Feedback Policy

Assessment Week – Baselines

Maths Number Facts, Grammar, Spelling, Reading, Benchmarking

Number Test, Year 4

Baseline GPS Assessment – Year 4
Teaching Information

Baseline GPS Assessment – Year 4

1. Choose the correct prefix to turn each word into a noun.

re	sub	inter	super	anti
hero	auto	freese	anti	marine
sub	super	anti	super	sub
inter	over	sub	inter	
anti				



Autumn – Individual and Class Target Setting

Reading Target Year 3 Summer	Reading			Writing		
	EXS	GDS	EXS+GDS	EXS	GDS	EXS+GDS
	42%	22%	66%	42%	11%	53%
	33%	33%	66%	47%	13%	60%

Assessment Weeks –Autumn, Spring, Summer Terms

Maths Arithmetic, Maths Reasoning, Grammar, Reading (Phonics – Year 1), Writing Moderation

Autumn progress check

Year 4

Mathematics
Paper 1: arithmetic

Autumn progress check

Year 4

Mathematics
Paper 2: reasoning and problem solving

Y4

Autumn Term
Assessment
Grammar, punctuation and spelling



Working at secure for year 4

Name:	A	B
Information: text type, audience, etc.		
• In narratives, creates settings, characters and plot		
• Proof-reads for spelling and punctuation errors		

Test Score input at the end of
each Assessment Week

Termly SIMs levelling

Termly Pupil Progress Meetings

Grammar			
Baseline - /15 (y3)-/17 (y4)			
WTS -0-10	WTS -0-10	WTS -0-8	
EXS - 11-16	EXS - 11-15	EXS - 9-12	
GDS - 17-20	GDS - 16-20	GDS - 13-16	
Baseline	Autumn	Spring	Summer
11	9		
4	12		12

Reading Target Year 3 Summer	Reading Phase Aut Year 3 Autumn	Reading Steps Prog → Aut Year 3 Autumn	Reading Phase Spr Year 3 Spring
3M	3D	2	3S
3S	3E	1	3D

Whole Group: **Attainment**

Number and % of pupils at
age expectations or above
(emerging +)

Reading:	9/14 = 64 %
Writing:	9/14 = 64 %
SPaG	9/14 = 64 %
Maths:	10/14 = 71 %

Termly Moderation and Gap
Analysis

National Testing



Reception
Baseline
Assessment

Key stage 1

Phonics screening check

Key stage 1

English reading

(Optional)

Key stage 2

Multiplication tables check

Key stage 2

Mathematics

Paper 1: arithmetic

Foundation Subjects

Progression of Essential Substantive Knowledge and Disciplinary Knowledge for each subject, topic and unit

Formative Assessment Tools

Learning Intentions / Objectives, Knowledge Organisers, Retrieval Practice, Questioning, Marking and Feedback, Plenary and Consolidation

Essential Substantive Knowledge	Essential Disciplinary Knowledge
Year 1: At the Seaside Why do people visit the seaside?	
- Name the 4 countries of the UK - Identify and describe the shape of the 4 countries in the UK - Name and locate the surrounding seas around the UK	- To know that we can use maps and digital maps to find different places e.g the coast. - To know that we can use atlases and maps to identify the UK and <u>it's</u> countries and seas.



Whole Class Feedback Sheet	Date: 4 th Sept '17	Lesson: English
Work to Praise and Share	Need Further Support	
Saba - excellent vocabulary choices	Hayden, Tanima, Aqib - Noun/Verb agreement is weak. Check through with adult during lesson.	
Anees - description in opening (show under visualiser)	Selena, Tom - Not finished.	
Sophie - great dialogue (show under visualiser)	Josie - Absent	



Termly

Recall Grids, Exemplification resources, Curriculum Planning time, Learning Conversations

Year 5	Stargazers
Recall of knowledge question	Recall of knowledge question
What are the geocentric and heliocentric models? 	What were some ancient beliefs about space? - Sun gods – Ra, Sol, Amaterasu, Helios - Flat Earth - Geoterrapinism - Hebrew and Mayan sky dome - Geocentric model - Zodiac signs - Nebra sky disk map - Constellations

KQ answers

How have our ideas about space changed over history?

As space travel becomes more possible, should countries be allowed to 'own' land in space?

WTS

L1: Name one ancient belief about Space

The ancient Egyptians worshipped the sun god, Ra. Every day, Ra would cross the sky in his solar boat.

L2: Explain how beliefs have changed over time giving one example.

L3: Understand the development of rockets over time and order chronologically with some mistakes

L4: Select some relevant facts to support an argument. Identify some long-term effects on society.

EXS

L1: Name three ancient beliefs about Space and begin to identify similarities and differences

The ancient Egyptians worshipped the sun god, Ra. Every day, Ra would cross the sky in his solar boat. Ancient Greece also had a sun god, Helios, who rode across the sky in his chariot. These two beliefs are similar to the geocentric model, where the Earth is the center of our Solar System, and the Sun revolves around it.

L2: Explain how beliefs have changed over time giving more than one example and linking them.

L3: Understand the development of rockets over time and order chronologically with no mistakes

L4: Select relevant facts to structure an argument. Identify some long-term effects on society.

GDS

L1: Name three ancient beliefs about Space and link similarities and differences

Understand why beliefs may be similar.

The ancient Egyptians worshipped the sun god, Ra. Every day, Ra would cross the sky in his solar boat. Ancient Greece also had a sun god, Helios, who rode across the sky in his chariot. These two beliefs are similar to the geocentric model, where the Earth is the center of our Solar System, and the Sun revolves around it. I believe they may have similar beliefs as stories and beliefs are told to younger generations.

L2: Explain how beliefs have changed over time giving more than one example and linking them.

Identify why beliefs may have taken time to be accepted and who would oppose them e.g catholic church

L3: Understand the development of rockets over time and order chronologically with no mistakes

L4: Select relevant facts to structure an argument. Identify long-term effects on society by giving at least three examples.

Timetable for Assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1		Number Fact test Reasoning test Grammar test Reading baseline test	Baseline data on SIMS Targets set for all year groups	Reception Baseline Assessment		Moderation Recall grids for foundation subjects	
Autumn 2		Gap analysis			Assessment Week Reading Writing Maths Grammar	Data on SIMS for Autumn PPA - Curriculum planning	PPRs Class profiles Updated (Hallfield)
Spring 1	SLT data review day				Moderation	Gap analysis Recall grids for foundation subjects	
Spring 2	Subject leaders review data			Assessment Week Reading Writing Maths Grammar	Data on SIMS for Spring	PPRs Class profiles updated PPA - Curriculum planning Recall grids for foundation subjects	
Summer 1					KS2 SATs	KS1 SATs (optional) Recall grids for foundation subjects	
Summer 2	Moderation Multiplication Tables Check	Phonics screening Multiplication Tables Check		Assessment Week Reading Writing Maths Grammar End of Key Stage data submitted to the Local Authority	Data on SIMS for Summer	PPRs SLT data review day Recall grids for foundation subjects	Class profiles updated with following year's teacher (Hallfield) Handover notes (Essendine) Assessment Profiles for leaders

Key:
 SLT: Senior Leadership Team LOLs: Leaders of Learning PPR: Pupil Performance Review

