

Cookridge Primary School

Assessment Policy

2024- 2026



Adopted by governing body – September 2024

Review – September 2026

The Assessment Policy will be published on the school website.

'Together We Achieve the Extraordinary'



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Introduction

From summer 2016 the results of national curriculum tests at key stage 1 and 2 will be reported in the form of scale scores. The Department of Education has been clear that schools have the freedom to develop their own approaches to in-school assessment between key stages and that this should not necessarily emulate statutory assessment for accountability purposes. However, with freedom comes the responsibility of developing a successful approach based on a clear understanding of the purposes and principles of assessment (Final Report of the Commission on Assessment without Levels, Sep 2015).

Furthermore, schools approaches to formative and summative assessment should be guided by what best suits the pupils, curriculum and staff. With this in mind, Cookridge Primary school has developed the following policy designed to define, provide and guide all stakeholders of Cookridge Primary School in the implementation of assessment and its impact on children's learning.

The changes to the latest national curriculum now provide the basis for more secure assessment based on deeper learning. In addition, it is founded on the principle that teachers should ensure pupils have secure understanding of key concepts before moving onto the next phase of learning.

Aims of this policy include:

- Clearly defines the purpose and principles of assessment.
- Gives clear definitions of the different types of assessment available to staff at Cookridge Primary School.
- Gives guidance to staff and clear expectations of the frequency, type and quality of assessment.
- To ensure that assessment is fully inclusive and promotes holistic learning for all children.

The purpose and principles of assessment:

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should be clear, reliable and free from bias. Effective assessment will be clearly tied to its purpose, such as:

- Why pupils are being assessed
- The things which the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment serve different purposes for different people, organisations and all stakeholders involved with a school.

There are three broad overarching forms of assessment, each with its own purposes:

1. Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Marking of pupil's work (See marking and feedback policy)
- Observational assessment (see 'Guidance for Staff')
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Independent work completed on Improvement Challenges and Mastery Challenges
- Fluency work for understanding and application of historical learning



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2. In-school summative assessment, for example:
 - End of year exams
 - Short end of topic or unit tests or quizzes
 - Reviews for pupils with SEN and disabilities
 - Case studies conclusions and impacts
3. Nationally standardised summative assessment, for example:

Table A: An overview of the current statutory primary assessment system

Year group	Statutory assessment
Reception	Early years foundation stage profile (EYFSP): The profile summarises and describes pupil attainment at the end of the early years foundation stage. EYFSP data is published at national and local authority level. Individual pupil data is used to understand individual education and development needs and to support transition to year 1.
Year 1	Phonics screening check: A light-touch, statutory screening check administered by teachers. The check assesses a pupil's phonics decoding ability to identify pupils needing additional support. School-level data is not published, while national and local authority level results are. Pupils who do not meet the required standard are required to re-sit in year 2.
Year 2	End of key stage 1 national curriculum assessments: Teacher assessment judgements are currently made using interim teacher assessment frameworks and reported in mathematics, English reading (informed by internally-marked national curriculum tests), science and English writing. These teacher assessments are externally moderated by local authorities, who sample 25% of schools each year. These assessments form the baseline for measuring progress made between key stage 1 and key stage 2. The proportions of pupils achieving the expected standard in English reading, English writing, mathematics and science are published at national and local authority level, but not at school level. There is currently an optional test in English grammar, punctuation and spelling at the end of key stage 1.
Year 6	End of key stage 2 national curriculum assessments: Pupils sit externally-marked tests in mathematics, English reading, and English grammar, punctuation and spelling. Teacher assessment judgements are made in English reading, English writing, mathematics and science. The proportions of pupils achieving the expected standard in all of reading and mathematics (based on test data) and writing (based on teacher assessment judgements) are published at national, local authority and school level and are used to calculate the progress that pupils make between key stage 1 and key stage 2. Progress and attainment measures form part of both the floor standard and a new definition of coasting schools, which is used as the starting point for a conversation about whether a school might require additional support. National curriculum test data in English grammar, punctuation and spelling, and teacher assessment judgements in English reading, mathematics and science are published at national and local authority level. Science sampling tests are conducted biennially, with the most recent tests in June 2016. The next tests will be administered in June 2018. A sample of approximately 9,500 pupils is randomly selected to sit science tests, based on 5 pupils from 1,900 schools. Results are reported as national data only and individual results are not returned to schools or pupils. This assessment provides an understanding of national performance in science.



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Formative Assessment

Formative assessment is the regular assessment that informs staff on a daily basis, about children's understanding and application of knowledge to real life contexts.

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against objectives and wider outcomes and to identify where they need to target their efforts to improve.

Important question to ask when completing formative assessment:

- How will I communicate the information I gained from this assessment to pupils in a way that helps them to understand what they need to do to improve?
- How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

Cookridge Primary School's Actions:

- Time allocated to discussion of areas for improvement involving the following:
 - Verbal feedback
 - Book scrutinies
 - Using an online assessment platform
 - SEND assessment for those children working below their chronological national curriculum phase

For Teachers:

In-school formative assessment is an integral part of teaching and learning. It should be used in every area of school life and informs any future development of school provision.

Important questions to ask when completing formative assessment:

- What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
- How will I ensure my approaches to assessment are inclusive of all abilities?
- What follow up action should I take to plug gaps in knowledge and understanding?
- Is it necessary to record the information gained from this assessment?

Cookridge Primary School's methods of collection:

- Question and answer during class
- Marking of pupil's work (See marking and feedback policy)
- Observational assessment during lessons or daily life at school through use of tasks, investigations and day-to-day activities (See 'Guidance for staff table')
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Independent work completed on Improvement Challenges and Mastery Challenges
- SEND assessment for those children working below their chronological national curriculum phase

For Parent:

In-school formative assessment should provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve

Cookridge Primary School's actions:

- Pupil progress meetings where appropriate
- Parent consultation meetings
- Sharing of targets in Maths and Writing at these meetings.
- Informal discussions with parents



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- Formal meetings where appropriate
- Sharing of work with parents – this could be at Key stage workshops or end of term events.

For Governors:

Governors should provide effective questioning and challenge to school leaders and staff as to the impact of formative assessment on children's development, learning and standards.

Cookridge Primary School's actions:

- Governor visits to ascertain SLT's strategical impact
- Governor visits
- Headteacher and SLT reports to governors.
- Subject Leader's reports
- Assessment reports to governors
- Pupil voice feedback
- Parental view and feedback

In-school Summative Assessment

The purpose of in-school summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching

For pupils:

Pupils should be informed how well they have learnt and understood a topic or course of work taught over a period of time.

Cookridge Primary School's actions:

- Any results or information gained from summative assessment will be shared focusing on the successes and areas for improvement.

For Teachers:

This form of assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. These should both inform future provision.

Cookridge Primary School's methods of collection:

- End of unit exams
- Short end of topic or unit tests or quizzes
- Reviews for pupils with SEN and disabilities
- Case studies' conclusions and impacts

For Parents:

In-school formative assessment should provide parents with a broad picture of where their children's strengths and areas for development lie and what they need to do to improve

Cookridge Primary School's actions:

- Pupil progress meetings
- Parent consultation meetings
- Sharing results of summative assessment at these meetings.
- Informal discussions with parents

For Governors:



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Governors should provide effective questioning and challenge to school leaders and staff as to the impact of summative assessment on children's development, learning and standards.

Cookridge Primary School's actions:

- Headteacher and SLT reports to governors.
- Assessment reports to governors

Nationally Standardised Summative Assessment

Nationally standardised summative assessment also provides parents with information on how pupils are performing in comparison to pupils nationally.

For pupils and parents:

Pupils should be informed how well they have learnt and understood a topic or course of work taught over a period of time.

Cookridge Primary School's actions:

- Any results or information gained from summative assessment will be shared focusing on the successes and areas for improvement.

For Teachers:

This assessment helps teachers understand national expectations and assesses their own performance in the broader national context.

Cookridge Primary School's methods of collection (see table 1)

For Governors:

This assessment allows the governors to benchmark against national figures, schools of similar context and the impact of educational policy making.

Cookridge Primary School's actions:

- Analyse School's performance (ASP)
- Inspection Data Summary Report (IDSR)

Ensuring full inclusive approach to assessment:

Assessment needs to be holistic and includes those with SEN and Disabilities. High expectations should apply equally to pupils with SEN and Disabilities as to all other pupils. For many pupils with SEN and disabilities effort applied to learning is significant and assessment should recognise this alongside outcomes achieved whilst maintaining high aspirations and expectations.

For pupils working below national expected levels of attainment assessment arrangements must consider progress relative to starting points and take this into account, alongside the nature of pupils' learning difficulties.

Assessment should contribute to early and accurate identification of children's special educational needs and any requirements for support and intervention. Teachers, SENDCo and SLT should draw on any formative and summative assessment, the views of pupils and parents and, where relevant, information from external specialists.

Cookridge Primary School's actions:

- Continuous formative assessment identifying children of concern.



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- SEND assessment for those children working below their chronological national curriculum phase
- Intervention for those children
- SENDCo intervention
- External information from specialist agencies.
- SEN logs of intervention and their impacts.
- Case studies of SEN children

Assessment Guidance for Cookridge school staff

School staff need to be clear about the different types of assessment, its function and its frequency. It is also imperative that there is continuous professional development of all staff, with school leaders continuously improving Assessment for learning and its impact on children's education. This policy and the following table of guidance, clearly defines the type, frequency and quality of assessment that is integral to provide an outstanding educational provision at Cookridge Primary School. All staff should follow the guidance provided or seek further guidance from the Senior Leadership Team. Further information can be found from, 'Final Report of the Commission on Assessment without Levels, Sep 2015'.



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Weekly Assessment:

(See marking policy) Formative assessment – Assessment informing of success, misconceptions, areas for development, resources issues, previous and future learning.

Mon:	Tues	Weds	Thur	Fri
<ul style="list-style-type: none"> Marking and feedback – IC & MC of approx. 6 children working independently. Highlighting of LOs for all children – Marking if it has been Independent (I) or teacher assisted (T) or Teacher Assistant assisted (TA) TA – marking and feedback on post-it notes 	<ul style="list-style-type: none"> Time given to complete ICs & MCs. Marking and feedback – IC & MC of approx. 6 children working independently. Highlighting of LOs for all children – Marking if it has been Independent (I) or teacher assisted (T) or Teacher Assistant assisted (TA) TA – marking and feedback on post-it notes 	<ul style="list-style-type: none"> Time given to complete ICs & MCs. Marking and feedback – IC & MC of approx. 6 children working independently. Highlighting of LOs for all children – Marking if it has been Independent (I) or teacher assisted (T) or Teacher Assistant assisted (TA) TA – marking and feedback on post-it notes 	<ul style="list-style-type: none"> Time given to complete ICs & MCs. Marking and feedback – IC & MC of approx. 6 children working independently. Highlighting of LOs for all children – Marking if it has been Independent (I) or teacher assisted (T) or Teacher Assistant assisted (TA). TA – marking and feedback on post-it notes 	<ul style="list-style-type: none"> Observation of a targeted group of children (children you are not sure of their understanding) Marking and feedback – IC & MC of approx. 6 children working independently. Highlighting of LOs for all children – Marking if it has been Independent (I) or teacher assisted (T) or Teacher Assistant assisted (TA). TA – marking and feedback on post-it notes

Fortnightly Assessment:

- Daily and weekly assessment (See above)
- PPA – Use the start of PPA to [update online assessment platform](#):
- Check for those children that have not secured the objective: Are they working below ARE? Do they need intervention? Do they have any key concepts missing? Are there any barriers to learning (Pupil premium statement)? This analysis should inform follow weeks planning.

Half – Termly:

Formative assessment

- Teachers to look through their children's assessment and analyse: [Any children stuck?](#) If so, do they have SEN, any of the key concepts missing? [Any children at the mastery?](#) If so, have they been given extended investigations asking for the learnt skills to be applied? [Can they teach the skills to other child?](#) [Can they deconstruct the skills?](#) e.g. First you do this, then that.
- Phase Leaders to [analyse data \(Phase crib sheets\)](#) highlighting: subject areas of development, any stuck children.

Summative assessment of taught objectives:

Observations: Use online assessment platform	Tasks: Practical problems such as: role play, using resources, children choosing resources to help with the problem, real life problems	Investigations: The children to use the skill you need to assess e.g. How many different lines of symmetry does an equilateral triangle have?	Informal quizzes: Multiple choice, iPads, computers, groups, whole class, online quizzes.	Tests Test based generated around the objectives taught.
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Termly:

Formative assessment

- Teachers to look through their children's assessment and analyse: [Any children stuck?](#) If so, do they have SEN, any of the key concepts missing? [Any children at the mastery?](#) If so, have they been given extended investigations asking for the learnt skills to be applied? [Can they teach the skills to other child?](#) [Can they deconstruct the skills?](#) e.g. First you do this, then that.
- Phase Leaders to [analyse data \(Phase crib sheets\)](#) highlighting: subject areas of development, any stuck children.
- Subject Leaders to analyse subject crib sheets highlighting: curriculum coverage, standardisation, any stuck year groups or children.

Holistic Summative assessment :

Observations: Use online assessment platform	Tasks: Practical problems such as: role play, using resources, children choosing resources to help with the problem, real life problems	Investigations: The children to use the skill you need to assess e.g. How many different lines of symmetry does an equilateral triangle have?	Informal quizzes: Multiple choice, iPads, computers, groups whole class, online quizzes.	Tests Test based generated around the objectives taught.
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Half Yearly:

Summative assessment: Sample tests for year 6 and year 2 for bench marking against statutory assessment. All years [assessed by test](#), moderating with formative assessment.

End of Year:

Final assessment: Collation of formative and summative assessment [filling out the whole of online assessment platform](#), passing on pupil assessment to new class teachers in transition meetings



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Date Agreed	Written By	Review date
September 2024	B. Kerr	October 2026
Signed (Head teacher)		
Signed (Chair of Governors)		