

Chuter Ede Primary School



~ Assessment Policy ~

Autumn 2024

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

Lead by	Lindsay Follen
Ratified by	Governing Body
Date for Review	Autumn 2025

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

Assessment is an essential and integral part of successful teaching and learning.

Rationale and Legislation

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

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

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. At Chuter Ede, we follow recommendations made in government guidance, adhere to statutory reporting requirements, using assessment as a tool to benefit the children and aid our teaching.

Approaches to Assessment

There are three approaches to assessment:

- In-school formative assessment – used regularly, both formally and informally
- In-school summative assessment – following the school's assessment timeline
- Nationally standardised summative assessment

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 to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Chuter Ede, this formative assessment is carried out in various ways:

- Through questioning and conversations
- Through self-assessment
- Through marking work
- Through observations in the classroom, around school, in concerts, sporting events, on visits etc
- Through Reflective Assessment Grids
- Through discussion between staff



It will assess knowledge, skills and understanding and will be used to inform future planning and identify children who need individual support or extension. Misconceptions and gaps in understanding can then be targeted before the child moves on. More challenging tasks can be provided for those who have easily grasped the concepts or skills.

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 to stay informed about the achievement, progress and wider outcomes of their child across a period.

At Chuter Ede, this assessment is carried out in various ways:

- Through end of unit/topic reflective assessments
- Through assessments at the end of each term
- Through benchmarking (for reading)
- Through reviews for pupils with SEND

This assessment provides information which helps teachers assess pupils' progress in knowledge, skills and understanding over a longer period of time as well as continuing to inform future planning.

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 to understand how pupils are performing in comparison to pupils nationally

At Chuter Ede, these nationally standardised assessments include:

- Early Years Foundation Stage profile at the end of Foundation
- Phonics Screening check in Year 1
- National Curriculum tests and teacher assessments at the end of KS1 and KS2
- Times table check in Year 4



Collecting and Using Data

According to our Assessment Timeline, data is collected towards the end of each term for Reading, Writing, Maths, EGPS and Bookbands. This is recorded on a class grid (see Appendix I) and used to complete the 'Eazmag' software to monitor children working towards, at or above the expected standard; or using the B-Squared software as necessary for children with SEND.

For Science and all other Foundation subjects, teachers will keep 'reflective' assessments (see Appendix 2 for an example), using the objectives for each year group for each subject, noting children who need further work or those who excel and can therefore develop deeper understanding. This will be an ongoing document as the subjects are taught and will then be passed on as the children progress through the school. They will be used to inform the next teacher and to provide feedback to subject co-ordinators.

Assessment is an ongoing process and not all that is assessed is always recorded. It is important that records of children's progress are well organised, manageable and accessible to colleagues and that they are working documents used to inform teachers' planning in order to meet the children's needs. They will help to review progress and set targets, report attainment and progress to parents and can also help teachers evaluate the effectiveness of their teaching and influence lesson preparation and long term planning.

At Chuter Ede, this data can be collected from various sources:

- S** speaking with children individually, in small groups and within the whole class
- M** through practical tasks, PE lessons, visits out of school, extra-curricular activities
- I** observing children in their play, marking their written work, listening to conversations
- L** through questioning, written 'tests', nationally standardised assessments, homework
- E** by carrying out investigations, problem solving



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Teachers will keep a variety of records in different ways:

- Classroom displays
- Marking and recording of targets and assessments
- Annotated weekly plans
- Assessment folder with tick lists, notes, tests scores etc
- Reward systems
- SMILE assemblies
- Photographs, videos etc
- IEP target reviews and meeting minutes
- EAZMAG records updated each term

Part of PPA time will be used for the analysis of these records, for comparing work and data between classes. Staff meeting time is allocated for Pupil Progress meetings and for moderation of work, both within our school and within the Newark family of schools.

Assessment data will be analysed by the assessment co-ordinator and reviewed in pupil progress meetings twice during the year. End of year data will also be analysed ready for the new class teacher in September and as part of a whole school review at the end of the summer term. This will include national test results alongside teacher assessments in Reading, Writing, Maths and EGPS. Foundation Stage staff will collect and analyse their data in a similar way alongside the Early Learning Goals.

At the end of the academic year, each year group will complete a review looking across the whole cohort's data in Reading, Writing and Maths, thinking about the needs of that particular cohort, what has worked well and what could be better. This is then reviewed by the SLT and any relevant action taken.

Copies of termly class assessment grids, analysis of EAZMAG and minutes of Pupil Progress Meetings are kept in a folder for each year group, tracked throughout the school. These are available to all staff.

Reporting to Parents

In the autumn term and spring term, children's progress is communicated during parents' evenings. In the summer term, an annual report is sent home. This includes information about all curriculum subjects, comments about general progress, attainment in Reading, Writing and Maths, attendance figures and, for children in year 6, SATS results. Parents then have the opportunity to give feedback or discuss the report with the class teacher.

For children with SEND, reviews take place during the year, through face-to-face meetings and telephone calls. During these meetings, targets are reviewed, new targets set as necessary and any other issues are discussed.

The principles of this assessment policy apply to all pupils, including those with SEND.

Assessment will be used diagnostically to identify pupils' educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils, but we acknowledge that some children will need additional support in order to achieve their potential.

For pupils working below the national expected level of attainment, children's progress will be measured alongside their starting points, and a small steps approach will be taken,

Where relevant, all children will have equal opportunities to participate in all assessments. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all. Here are some examples:

Equal Opportunities	Differentiation	Gifted and Talented
-We plan our classroom activities and assessments to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background -We use materials for teaching and assessing which avoid stereo-typing, and bias, towards race, gender, role or disability -We deal with such issues clearly and sensitively when they arise and follow related policies accordingly	-The use of appropriate vocabulary at varying levels of difficulty during assessments -Providing resources and support in the way that enables all children to access assessments e.g. buff paper, readers, scribes, enlarged text -Different levels of written or oral questions for pupils investigating photographic or other visual material -Careful use of support for pupils with English as an additional language	-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, and suggest solutions or explanations. - Extension tasks and questions will allow children working at greater depth to showcase their skills -Greater independence in working, e.g. a pupil to be able to carry out their own enquiry



Roles and Responsibilities

The **Co-ordinator** is responsible for:

- Being an ambassador, enthusiast and promoter of their subject
- Developing and reviewing the assessment overview
- Liaising with subject co-ordinators for the assessment elements of each subject
- Acting as the assessment specialist within the school to provide consultation where required, enabling teachers to assess their pupils effectively and to make use of the assessment data to identify needs
- Working with the SLT to monitor assessment
- Managing the provision and deployment of resources
- Reviewing and updating the policy periodically and ensuring that it is successfully implemented throughout the school

The **class teacher** is responsible for:

- Following assessment procedures outlined in this policy
- Collecting and using data as appropriate
- Maintaining well-organised records of pupils' attainment and progress

The **Head teacher** is responsible for:

- Ensuring equality of access for all staff and pupils
- Monitoring standards in core and foundation subjects
- Ensuring relevant policies are in place, followed and reviewed
- Analysing pupil progress and attainment, 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
- Providing opportunities for the co-ordinator to fulfil their responsibilities

The **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



Health and Safety

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to appropriate risk assessments.

Monitoring and Evaluation

- This policy will be reviewed annually by the Assessment co-ordinator, shared with the governors and uploaded to the school website.
- All teaching staff are expected to read and follow this policy.
- The assessment co-ordinator will monitor the effectiveness of assessment practices across school through discussions in staff meetings, SLT meetings, Pupil Progress meetings and moderation meetings.



The screenshot displays the Microsoft Excel interface with the title "Whole School Assessment (3) - Microsoft Excel". The ribbon shows tabs for Home, Insert, Page Layout, Formulas, Data, Review, and View. The "Home" tab is active, showing options for Font, Alignment, Number, Styles, Cells, and Editing.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
	MATHS			Autumn					Spring					Summer								
	YEAR			Mental Arithmetic	Reasoning	Total	Percentage	Other (e.g. PIVATS/ T assess)	Mental Arithmetic	Reasoning	Total	Percentage	(e.g. PIVATS/ T assess)	Mental Arithmetic	Reasoning	Total	Percentage	(e.g. PIVATS/ T assess)				
5	Class	Name	Factors	20	20	40			20	20	40			20	20	40						
6	4Z	Joe Blogs	SEN			0	0%	0				0%	0				0%	0				
7						0	0%	0				0%	0				0%	0				
8						0	0%	0				0%	0				0%	0				
9						0	0%	0			0	0%	0			0	0%	0				
10						0	0%	0			0	0%	0			0	0%	0				
11						0	0%	0			0	0%	0			0	0%	0				
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30						0	0%	0			0	0%	0			0	0%	0				
31						0	0%	0			0	0%	0			0	0%	0				
32						0	0%	0			0	0%	0			0	0%	0				

Autumn

Spring

Summer

PKS	WTS	EXS	GDS
<5%	5-49%	50-74%	75%<
<5%	5-54%	55-79%	80%<



Appendix 2: Example of reflective assessment for foundation subjects

Objectives highlighted in **green** have been met by the majority of the children, other than those named in the second column.
 Objectives highlighted in **red** have not been met by the majority of the children, other than those named in the second column.
 Objectives highlighted in **yellow** have been met by around half of the children. Next steps identify what has been done to support those children who have not been able to meet the objectives or to extend those who have met them.

Objectives/Skills		Names	Next Steps
Working Scientifically	I can plan different types of scientific enquiry to answer my own question.		
	I can control variables in an enquiry		
	I can plan for different scientific enquiries		
	I can choose appropriate equipment to take measurements and when and for what duration		
	I can choose an appropriate method to represent data clearly		
	I can create a visual representation/ scientific diagram with labels with increasing complexity		
	I can use the outcome of the test results to make predictions and set up a further comparative fair test		
	I can use a full range scientific vocabulary confidently		
	I can choose how to present my findings so that they explain how the investigation was carried out, how it can be trusted and how it has informed any predictions		
	I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory		
	I can look at the development of a scientific idea over time		
Animals including humans	I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood		
	I can recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function		
	I can describe the ways in which nutrients and water are transported within animals, including humans		
Living things and their habitats	I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals		
	I can give reasons for classifying plants and animals based on specific characteristics		
Evolution and inheritance	I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago		
	I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents		
	I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		
Light	I can recognise that light appears to travel in straight lines		
	I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye		
	I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes		
	I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		



Appendix 3: Whole school end of year assessment report

End of Year Assessment Report ~ July 2019

Year Group:	Teaching Staff:	
	Support Staff:	
Cohort information		
Number of boys:	Number of girls:	Total in cohort:
SEN pupils:	Pupil Premium children:	
Other significant cohort information:		
•		
Reading – end of 2018 percentages for current cohort		
XX% below ARE	XX% at ARE	XX % above ARE
READING 2019		
(target XX% with XX% above)		
% below ARE	% at ARE	% above ARE
XX% (XXchildren)	XX% (XXchildren)	XX% (XXchildren)
	XX% (XXchildren)	
Things that worked well in reading this year		
•		
Things could be better if....		
•		
Writing – end of 2018 percentages for current cohort		
XX% below ARE	XX% at ARE	XX % above ARE
WRITING 2019		
(target XX% with XX% above)		
%below ARE	% at ARE	% above ARE
XX% (XXchildren)	XX% (61children)	XX% (13children)
	XX% (XXchildren)	
Things that worked well in writing this year		
•		
Things could be better if....		
•		
Maths – end of 2018 percentages for current cohort		
XX% below ARE	XX% at ARE	XX % above ARE
MATHS 2019		
(target XX% with XX% above)		
% below ARE	% at ARE	% above ARE
XX% (XXchildren)	XX% (XXchildren)	XX% (XXchildren)
	XX% (XXchildren)	
Things that worked well in maths this year		
•		
Things could be better if....		
•		



CHUTER EDE PRIMARY SCHOOL – ASSESSMENT POLICY

Appendix 4: Assessment Timeline

Chuter Ede Primary School Assessment Timeline (updated November 2021)

		September	Autumn Term	Spring Term	Summer Term
			- Assessment week in early December and data on Eazmag by the end of term - Pupil Progress meetings in early October (looking at end of previous year's tracking)	- Assessment week two weeks before the end of term and data on Eazmag by the end of term - Pupil Progress meetings in Jan (looking at Autumn Term data)	- Pupil Progress meetings early in first half term (looking at Spring Term data) - Y2 and Y6 SATS in May - Teacher assessments for EYFS, Y2 and Y6 by end of June - All other assessments to be done early in the 2nd half of the term and data on Eazmag by the first week in July - Year group evaluation of progress by early July
EYFS	EYFS	Statutory Reception Baseline Assessment (RBA) completed in the first 6 weeks. Baseline data (school assessments) put on Eazmag	Ongoing assessments feed into Eazmag	Ongoing assessments feed into Eazmag	Ongoing assessments feed into Eazmag . Assessment at the end of EYFS completed- Early Years Foundation Stage Profile (EYFSP) completed for each child.
Phonics	EYFS, Y1&2	Assessments starting at Phase 2 in EYFS	Ongoing phonics assessments tracked by class teacher (based on Letters and Sounds) Phonics Screening Assessment (previous year's paper) used to make predictions and highlight children requiring intervention.	Ongoing phonics assessments tracked by class teacher (based on Letters and Sounds) Phonics Screening Assessment (previous year's paper) used to make predictions and highlight children requiring intervention.	EYFS, Y1 & 2: Teacher assessments (based on Letters and Sounds) Year 1 – Phonics Screening plus any children in Year 2 for retesting
Reading	Y1-6		All years – Benchmarking as children progress through bookbands Year 3-5: Twinkl /CGP assessment Year 2, 6: previous SATS paper	All years – Benchmarking as children progress through bookbands Year 3-5: Twinkl /CGP assessment Year 2, 6: previous SATS paper	All years – Benchmarking as children progress through bookbands Y3-5: Optional SATS Year 2 & 6: SATS
Writing	Year 1-6		Minimum of 3 pieces of writing assessed against Writing Checklist	Minimum of 3 pieces of writing assessed against Writing Checklist	Minimum of 3 pieces of writing assessed against Writing Checklist
SPAG	Year 1-6		Year 1-5: Grammarsaurus Autumn tests Year 6: previous SATS paper	Year 1-5: Grammarsaurus Spring tests Year 6: previous SATS paper	Year 1-5: Grammarsaurus Summer tests Year 6: SATS
Maths	Year 1-6		Ongoing 'Blue Paper' assessments (after the direct point of teaching) White Rose assessments	Ongoing 'Blue Paper' assessments (after the direct point of teaching) White Rose assessments	Year 1, 3-5: Ongoing 'Blue Paper' assessments (after the direct point of teaching) White Rose assessments Year 2 & 6: SATS Year 4: Multiplication check
Science	Year 1-6		End of unit assessments (CGP/ Twinkl)	End of unit assessments (CGP/ Twinkl)	End of unit assessments (CGP/ Twinkl)
Foundation subjects	Year 1-6		Ongoing – Reflective Assessment grids completed as topics are covered. (1 per subject per class)		
Tracking			Using Excel spreadsheet and PITA descriptors for Autumn, children are tracked on Eazmag for Reading, Writing, SPAG and Maths. Bookbands also tracked	Using Excel spreadsheet and PITA descriptors for Spring, children are tracked on Eazmag for Reading, Writing, SPAG and Maths. Bookbands also tracked	Year 1, 3-5: Using Excel spreadsheet and PITA descriptors for Summer, children are tracked on Eazmag for Reading, Writing, SPAG, Maths and Science. Year 2 & 6: PITA & SATS results/Teacher Assessments Bookbands also tracked