



Stebbing Primary School Assessment Policy

Created/updated March 2024
Ratified March 2024
Due for review SPRING 2027

Introductory statement

At Stebbing we believe that assessment lies at the heart of the process of promoting children's learning. It has a clear purpose and helps to inform all of the adults working in the classroom. It helps to provide a framework within which educational objectives may be set and where children's progress can be expressed and monitored. All teachers have been heavily involved with the assessment systems that have been put in place and have had opportunities to feedback and share developments.

The aims and objectives of assessment in our school are:

- To enable pupils to demonstrate what they know and understand
- To enable pupils to demonstrate the skills they have learnt
- To allow teaching teams to plan work that accurately reflects the needs of each child.
- To help pupils understand what they need to do next to improve their work.
- To provide regular information for parents that enables them to support their child's learning.

Aims of the National Curriculum September 2014 Remove this paragraph

The current National Curriculum does not set out exactly how we should be reporting our assessments. Schools have been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil- tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

Early years

Children are assessed regularly throughout their reception year. A baseline assessment is conducted with the first 6 weeks on pupils starting school. This is a government statutory requirement for all schools.

Children are assessed on seventeen areas of learning using development matters. At the end of the year a decision is made regarding the children's attainment against the Early Learning Goals for each of the seventeen areas. (For further information please read our Early Years policy).

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. All children are taught phonics and spelling regularly through the scheme we have adopted 'Essential Letters and Sounds'.

Year 4 times tables check

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The purpose of the MTC is to make sure the times tables knowledge is at the expected level.

The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3 second rest.

Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

SATS

Pupils in year 6 are assessed in the summer term. Children and parents are given guidance and support in the lead up to these procedures. Materials are available to support children in preparation for the tests. In year 6 we have a 'buddy' system enabling all children in this year group to have another adult within the school who they can talk to and discuss their learning and progress across the year.

Marking and assessment

We aim to provide feedback to children through active marking, so that they have specific advice about improvements to their work. Children are given time to read and review their work following feedback.

We use an assessment program to track data and provide data analysis.

Data is collated at five points throughout the year and Pupil Progress Meetings follow the data input to enable senior leaders to ask questions and find out more about the current achievement and attainment of pupils.

Subject leaders collate data for each of their areas of responsibility and this helps to inform aims and objectives for each year.

Family consultations

Family consultation evenings take place in the Autumn and Spring terms. If the parents are happy, children can attend the meetings. At these meetings, parents are provided with a data update for their child so they have a clear picture of how their child is progressing.

Reporting to parents

At the end of each year, families will receive a full report detailing the progress and achievements of their children across the curriculum. Parents/carers are encouraged to provide feedback to the school.

Reporting to the Governing Body

Data is presented termly to the Governing Body and discussed in more detail in committee meetings. There are always opportunities for the Governors to challenge and ask probing questions to elicit key information. Members of the Governing Body may be invited to meet with our School Effectiveness Partner to scrutinise school assessment data. This enables them to be fully informed of how well the school is performing and gives them a detailed picture of the rigorous assessment procedures in place.

Inclusion

Stebbing is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school, supported by our SENCO, to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and relevant support staff to plan tailored support.

The following policies should be read in conjunction with our Assessment policy:

Marking and Feedback

Teaching and learning

Early Years Foundation Stage

English

Maths

Handwriting

Appendix:

A number of documents will be made available which support this policy.

- Assessment procedural flow chart for both English and Maths (APPENDIX A)
- Documents detailing our current summative assessment system
- Assessment cycle
- End of key stage assessment documentation

(Please note these documents will be amended and updated when required)

APPENDIX A:



Stebbing Primary Whole School Maths Teaching and Assessment System

Teach sequence of lessons

Refer to Maths planning and assessment folder using White Rose documents. Ensure that physical equipment and visual representations feature early on in children's learning.

TEACHING EXPECTATIONS

Mastery- As a school we follow a maths mastery approach. Therefore we aim, where possible, to keep all of the children's learning together. Children can prove they have 'mastered' an area of maths when they can show examples of learning using the 'Dive Deeper' posters: draw it, explain it, make a mistake, tell a maths story and prove it. Teachers will give children opportunities to do this.

Marking and feedback - Marking stations to be used where appropriate.

Ensure that children do not rub out original answers. Children to mark with a green pen
Corrections need to be made next to the incorrect answer.

Ensure that children do not rub out original answers. Corrections need to be made next to the incorrect answer.

Hot Assessment

Using White Rose assessments. These need to be stuck into maths books to mark the end of a unit of work. Page should be marked with a red sticker.

Update shared WR hot maths assessment grid on Google sheets with children's scores.

Update DATA (Headteacher)

Update Data Sheets on Google Drive. This is an ongoing Data document which shows the progress and attainment across the year.



Stebbing Primary Whole School Writing Teaching and Assessment System

WAGOLL

Identify key structural, grammatical and contextual features of the text type through the use of 'WAGOLLs' and 'WABOLLs'.

Develop Toolkit

As a class, in small groups or individually, generate a toolkit (this should be differentiated) for the children to utilise throughout the unit of work.

Teach sequence of lessons and Drafting

Refer to writing planning documents and differentiate when appropriate planning for challenge. Feedback and marking will support children when redrafting work.

When appropriate, enable children to draft and edit their work. This will be part of the teaching sequence. (Blue pens will be used for editing when appropriate)

Hot Assessment

Hot writing. This is written independently making use of all prior teaching and learning to support child during independent task.

Use **red** sticker in the book to signpost the end of the text type.

Writing Assessment

Assess **hot writing** on Stebbing Primary writing assessment grids. Each term highlight statements on writing assessment grid when a point has been evidenced twice within independent writing.

(WRITING ASSESSMENT FRAMEWORK WILL ALSO BE USED IN YEARS 2 AND YEAR 6)

Update TOOLKIT for writing

Mark **hot writing** using the toolkit to show what the pupil has achieved within this specific text type. Children should also be given the opportunity to assess their own piece of writing against their toolkit created earlier in the unit of work.

Update DATA

Update Data Sheets on Google Drive termly and progress data document termly. This is an ongoing Data document which shows the progress and attainment across the year.