



Assessment Policy			
Date	Review Date	Lead Person	Nominated Governor
Spring 2020	Spring 2022	Catherine Pickles	Chair of Standards and Achievement Committee

School mission statement

At Cononley Primary School we are committed to inspiring and challenging our children:

- To become independent lifelong learners and thinkers.
- To value and respect themselves and others
- To reach their full potential and become the best possible citizens of tomorrow.

Aims

At Cononley Primary School the purpose of assessment is:

- to enable all pupils to make at least expected progress and attainment from their different starting points.
- to celebrate achievement by enabling pupils to demonstrate what they know, understand and can do in each curriculum area.
- to identify gaps in pupil's learning so that teachers can adjust planning and teaching to enable children to close the gap, make the next steps in learning and reach their full potential.
- to encourage pupils to become independent learners and thinkers, actively involved in their own learning through self-assessment, peer assessment and discussion with other pupils and members of staff.
- to provide effective feedback and marking which helps children to make the next steps in learning.(See the **Feedback Policy**).
- to inform learning targets (next steps)
- to ensure progression and continuity of learning and track each pupil's learning journey through school;
- to provide assessment information for pupils, parents/carers and external agencies.
- to work with other schools to share good practice in order to improve assessment.

1. What is being Assessed?

Children in Year 1 to Year 6 are assessed on their acquisition of knowledge and skills in the Programmes of Study in each subject of the National Curriculum 2014.

Children in Early Years Foundation Stage will be assessed using the outcomes from the Early Years Foundation Stage Profile.

1.2 In-School Formative Assessment:

Ongoing, formative assessment is an integral part of effective teaching and learning, allowing teachers to identify what children can do, what they need to consolidate and areas in which they need to improve.



At Cononley Primary School, teachers assess pupils' learning through a range of strategies including feedback and marking, observation, discussion, effective questioning and answering, self and peer assessment, mini-tests and low-stakes quizzes.

1.3 Early Years Foundation Stage

In our Reception class, the members of staff observe the pupils on a daily basis as they take part in adult-led, adult-supported and child - initiated activities. A range of evidence is gathered to show significant steps in development and acquisition of skills and concepts. The range of evidence may include photographs, short observations and pupils' work on paper. Each term, a long narrative-style observation is also carried out by staff on each pupil. Observations are recorded in an individual on-line 'Learning Journey' using Tapestry. Parents are actively encouraged to make observations of their children's learning and these are also included in their Learning Journey.

1.4 How will on-going, formative assessment be used?

Formative assessments will be used by staff on a day to day basis to find out what children know, need to consolidate or are finding difficult. Staff will work flexibly, adjusting planning and teaching in response to their pupils' needs, enabling them to improve. Progress will be gauged by children knowing and remembering more. It is vitally important that key knowledge is transferred to the long-term memory in order for children to understand key concepts and ideas in future learning. Formative assessments are used to inform summative judgements at the end of each term.

2. In-School Summative Assessment

Summative judgements are made by using the accumulated information gathered by teaching staff from day to day formative assessments as well as end of unit tests, quizzes or assessments.

2.1 Frequency of In-School Summative Assessments

Subject	Key Stage	Frequency
Phonics	Year 1	At the end of each phase of Letters and Sounds. Where appropriate, assessments will take place at several points within the same phase.
Reading	Key Stage 1 and 2	At the end of each term.
Writing	Key Stage 1 and 2	At the end of each term.
Spelling, punctuation and grammar	Year 2 Years 3,4,5 and 6	At the end of the year. At the end of each term.
Mathematics	Key Stage 1 and 2	At the end of each term.
Science	Key Stage 1 and 2	At the end of the year.
Foundation Subjects: History, Geography, Art and Design, Music, French, Design and Technology, Religious Education, Physical Education	Key Stage 1 and 2	At the end of the year.

2.2 Summative Judgements

Using the statements in the Programmes of Study for their year group, children will be assessed as follows:

Assessment	Explanation
Pre	Working well below the expectation for the year group.
W1	Working within the expectation for the year group.
W2	Working within the expectation for the year group.
W3	Working within the expectation for the year group.
A	Achieved the expectation for the year group
GD	'Greater Depth' – pupils who achieve the expectation for the year group and have demonstrated a deeper understanding in the majority of statements will be described as having achieved Greater Depth.

2.3 Early Years Foundation Stage

EYFS Staff make a summative judgement at the end of each term based on evidence collected in electronic 'learning journeys' (using Tapestry) 'Everything Books', other observations and individual assessments. At the end of EYFS, each child will receive a report showing their attainment in relation to the Early Years Outcomes.

2.4 How will the results of in-school summative assessments be used?

- The results of the termly summative assessments are used by teachers, subject leaders, senior leaders and governors to track the progress of children through the year. Termly 'Pupil Progress Meetings' take place to identify those children who are falling behind in a particular area and who may need additional work or specific interventions to close the gaps in learning.
- Next steps in learning will be informed by the summative and formative assessments and shared with pupils.
- Summative assessments will be used to inform parents about the attainment and progress of their child. Parents will be informed about children's learning at Parent Consultation Meetings in the first and second term, and by written report in the third term.
- End of year summative assessment will be used to build a picture of pupils' learning through each school year. Information about each pupil's learning will be handed on to the next member of staff enabling them to plan and teach effectively.
- The results of summative assessments will be discussed with staff at Appraisal Meetings so that staff members are able to consider the impact of their teaching and reflect on any adjustments which could be made to improve the progress and attainment of their pupils.



- Summative assessment data for groups and cohorts of pupils will be used to identify strengths in teaching and learning as well as areas which could be improved. This will inform the School Development Plan so that appropriate CPD can be planned for.
- Outcomes of assessments will be moderated with other local schools to ensure consistency of judgements and to enable schools to share best practice.

3. National Summative Assessment

Year Group	National Summative Assessment
EYFS	Baseline Assessment (on entry to Reception) from September 2020
EYFS	EYFS Profile Scores (at the end of Reception)
Y1	Phonics Check
Y2	National Curriculum Teacher Assessments and SATs Phonics Check (re-take for those who did not achieve pass mark last year)
Y6	National Curriculum Teacher Assessments and SATs– June 2016

3.1 How will the results of national summative assessments be used?

- The information gathered from the assessments will be analysed so that we can compare the progress and achievement of pupils at Cononley Primary School with the progress and achievement of pupils nationally. This will enable staff and governors to reflect on the impact of the curriculum, teaching and learning and how these can be adjusted to best suit the needs of our pupils.
- The results of national assessments will be used when transferring to a new teacher within school so that lesson planning and teaching can build on prior learning.
- If a pupil transfers to a different primary school, the results of national assessments are passed on to the new school.
- When Y6 pupils transfer to secondary school, information about SATs will be passed on to the new school. Cononley Primary School works with South Craven School and other secondary schools to transfer appropriate information. This will include a report with the SAT results for each pupil and a teacher assessment of foundation subjects. Individual SEN individual files are passed on for those children with Special Educational Needs.

4. Roles and Responsibilities

4.1 Class Teachers

- Class teachers are responsible for carrying out day to day formative assessments of their pupils' learning, in-school summative assessments each term and national summative assessments if this is appropriate to the year groups in their class.



- Class teachers are responsible for assessing work and providing feedback to children so that they can improve and make progress. Feedback will be given in a way which is appropriate for the age of the child (see Feedback Policy)
- Class teachers are responsible for communicating with parents about the progress and attainment of their children; this will be done at Parent Consultation evenings in the Autumn and Spring terms, and in the Summer term report.
- Class teachers are responsible for identifying children who are not making expected progress or attainment, recording their details on Pupil Progress and forms and discussing their needs with the SENCO or member of the Senior Leadership Team.

4.2 Subject Leaders

Subject Leaders are responsible for having an overview of assessment in their subject area by:

- analysing and tracking the results of termly and end of year assessments to look for trends in performance of different groups (boys, girls, SEN, EAL PP FSM, High Achieving Children and so on) as well as pupils highlighted as not making expected progress or attainment.
- creating assessment folders of moderated work which can be used by members of staff to check the quality of their own assessments.
- attending relevant training and disseminating information to staff.

4.3 Headteacher

The headteacher is responsible for overseeing of assessment in all subject areas by:

- monitoring and evaluating provision in all subjects to ensure coverage of the National Curriculum.
- providing opportunities for staff to undertake the training and moderation necessary to fulfil their role.
- analysing and tracking pupil progress and attainment and ensuring that appropriate interventions are put in place for those pupils who have gaps in their learning.
- communicating with parents about the changes surrounding assessment.
- reporting on assessment to the governing body

4.4 Governing Body

The Governing Body will hold the headteacher accountable for ensuring the above is taking place.