

Aycliffe Community Primary School



A WHOLE SCHOOL POLICY FOR ASSESSMENT

Signed:

Date: February 2025

Chair of Governors

Next Review Date: February 2027

Make a Difference Make a Difference Make a Difference Make a Difference

Assessment Policy

Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day.

- **Article 28:** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- **Article 13:** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 17:** Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Purpose

The core purpose of assessment within our school is to ensure teaching and learning is effective.

To ensure this high standard of teaching and learning teachers provide feedback to pupils that:

- recognises pupils' progress towards success criteria
- provides pupils with a model to improve their work
- challenges pupils to extend learning
- promotes self-assessment and sets pupil expectations.

Pupils are encouraged to be part of the assessment process by reflecting on their progress towards success criteria in lessons, self-evaluation of personal learning and collaborative evaluation with learning partners.

We value and recognise the role of parents in their children's education so our school shares information with parents to enable them to support their child.

As an inclusive school, this assessment applies to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

Statutory Requirements

Aycliffe Community Primary School complies with all requirements of summative assessments within each key stage. Arrangements can be found within the DfE website at:

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance>

<https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance/key-stage-1-teacher-assessment-guidance#:~:text=For%20KS1%2C%20there%20are%20,of%20a%20period%20of%20teaching>

<https://www.gov.uk/government/collections/national-curriculum-assessments-guidance-for-local-authorities>

https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP_2024_handbook.pdf

21 Steps

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.

Our school uses the 21 Steps as an assessment tool to track pupils through the National Curriculum for Reading, Writing, Mathematics and AT1 in Science. The 21 Steps were formulated as part of a multi-collaboration working party designing a response to assessing within the new National Curriculum. The working party ethos was directed by the following criteria:

- Schools should work in collaboration, for example in clusters, to ensure a consistent approach to assessment;

- External moderation is an essential element in producing teacher assessment that is reliable and comparable over time;
- Schools should be prepared to submit their assessment to external moderators;
- Pupils should be assessed against objectives and agreed criteria rather than ranked against each other;
- Pupil progress and achievement should be communicated in terms of descriptive profiles.

The 21 Steps enable schools' 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 understand national expectations and assess their own performance in the broader national context. They enable pupils and parents to understand how pupils are performing in comparison to national expectation.

The working party formulated criteria within the 21 Steps that describe pupils' achievement at different points of their learning journey through the new National Curriculum. There are three learning steps in each year group and pupils who achieve the 21st step will have mastered the National Curriculum.

The school moderates pupils' work with other schools within our collaborations.

We collect teacher assessment every term for all pupils, and vulnerable groups identified and targeted for acceleration across a term, to ensure the achievement of all pupils. This information is stored electronically in files using the platform Microsoft Teams and is used to evaluate individual pupil progress and arrange additional support and provision where necessary. Data is discussed with teachers at pupil progress meetings, provision map review meetings and when appropriate throughout the academic year.

Other Assessments

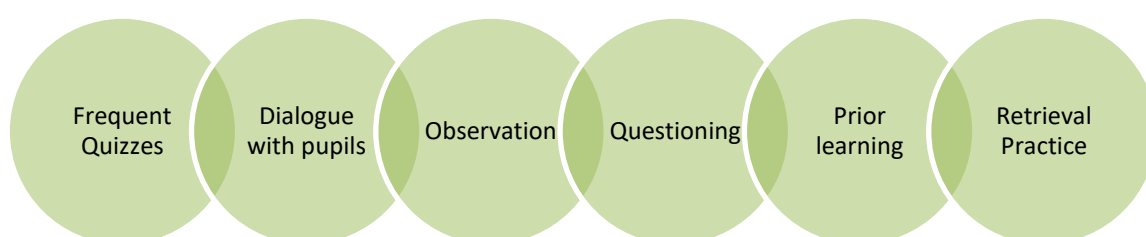
We use curriculum maps for foundation subjects, which have been designed, monitored and developed by our teachers and leaders, to inform teachers' planning, teaching and assessment. Clear end points within each curriculum map ensure appropriate expectations for pupils' learning both within and across key stages. Each teacher records up to date information on pupil progress and attainment in curriculum foundation subjects and these documents are stored electronically in files using the platform Microsoft Teams. Teachers are given staff meeting time, as appropriate, to support the assessment process of foundation subjects and core subjects.

Our school also tracks pupils' reading ages using the Salford Reading Test and tracks pupils' phonic understanding using Rocket Phonics assessment materials (see separate policies for reading and spelling). Standardised screening assessments are also built into Speech and Language provision in order to track pupils' progress.

Assessment for Learning

Teachers make regular use of effective formative assessment in order to identify how pupils are being successful and how pupils are performing on a continuing basis. They use this information to provide appropriate support or extension, to evaluate teaching and to plan future lessons. In-school formative assessment also enables pupils to measure their knowledge and understanding against learning outcomes, and identify areas in which they need to improve. Parents/carers are able to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

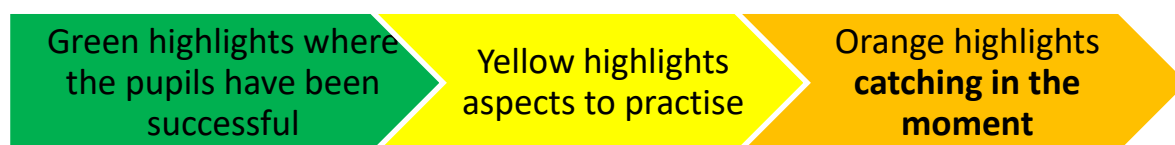
Strategies include:



Teachers use assessment for learning as informing their impact and next steps.

Feedback and Marking

When marking the following approach is taken:

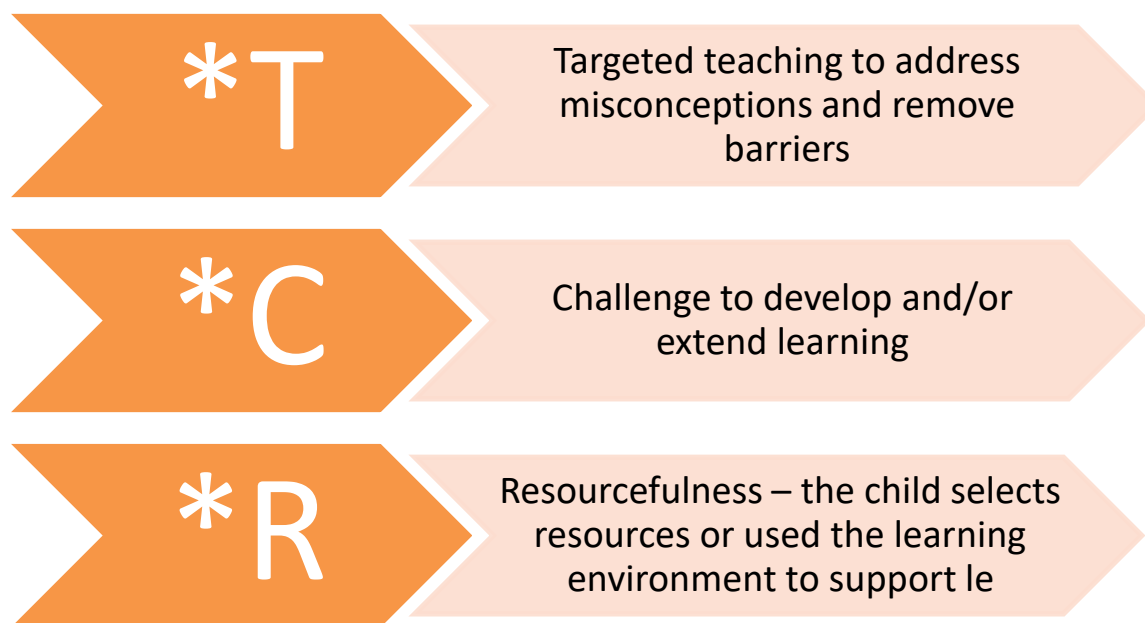


Our school priorities feedback within lessons, catching pupils in the moment.

Within the lesson the teacher uses **catching in the moment** to give written and oral feedback to address misconceptions or challenge learners to develop and extend learning. Teachers will, where appropriate, annotate the work to detail the intervention undertaken. The teachers will mark work with the pupils as part of this process. Pupils will be given clear expectations through feedback to ensure high standards of presentation.

In our Reception class, day-to-day informal checking of what children have learnt (formative assessment) is an integral part of the learning and development process, and involves teachers' understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge.

Key symbols for **catching in the moment** are:



When developmental marking and feedback is used:

In English, the developmental comment might include a model for the pupils to work with to make their improvement or extend their knowledge and skills. Pupils always respond to developmental feedback.	In Mathematics, the developmental comment may include a model for the pupils to work with to make their improvement or a challenge, such as reasoning problem. Pupils always respond to developmental feedback.	In Science, marking may focus on extending learning through open-ended questioning or clarifying scientific processes or knowledge. Pupils always respond to developmental feedback.
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Teacher-Parent Meetings

Consultations are available to parents twice a year, during which pupil achievements and next steps are shared with parents. Parents of the most vulnerable pupils in our school take part in structured conversations to maximise parental partnerships-these take place three times a year. Informal consultations are available throughout the year at a mutually agreed time. The school provides an annual report for parents of their child's achievements and next steps. Parents have the opportunity to seek a consultation following the receipt of these reports. Through the sharing of all of this information we aim to enable all families to engage with their child's personal development.

Transfer to other schools

When a child transfers from our school to another, all relevant records are sent via a Common Transfer File, as well as their individual records and their most recent books as soon as is possible.

Effectiveness of Assessment Policy

The effectiveness of this assessment policy is monitored regularly through lesson observations, book monitoring and pupil voice, led by senior and subject leaders and reported to the governing body.

The school's assessment policy is shared with all agencies the school works with to ensure all stakeholders understand the school's approaches.

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We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

Jacky Cox, Headteacher

February 2025