



*With love we flourish*

*"I have come that you may have life in all its fullness." John 10:10*

Our Christian vision is the foundation of our school and allows us to:

- Respect and love everyone for who they are
- Celebrate and serve our diverse community
- Nurture a passion for education so everyone can realise their potential

## SS Philip and James' Church of England Voluntary Aided Primary School

### *Assessment Policy 2022-2024*

Signed:

\_\_\_\_\_  
(Head teacher)

Signed:

\_\_\_\_\_  
(Chair of Governors)

<b>Approved by Governing Body:</b>	<b>19.10.2022</b>
<b>Date:</b>	<b>October 2022</b>
<b>Next Review Date:</b>	<b>October 2024</b>

## *Assessment Policy 2022-2024*

### **Rationale**

At SS Philip and James, teachers work with children and their parents to understand each child's knowledge, skills and needs through both formative and summative assessment. We know that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that lessons build upon what has been learned. Assessment is a continuous process which is integral to teaching and learning, allowing children to realise their potential. It should be incorporated systematically into teaching strategies in order to promote progress for individuals, groups and cohorts. Fundamentally, it is also the means by which pupils understand what they have achieved and what they need to work on. We use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

### **What is the purpose of assessment at SS Philip and James?**

- To inform teachers' planning
- To track pupils and groups of pupils through the school
- So that pupils understand their next steps in learning
- So that parents know the progress and attainment their child is making
- To benchmark the school's performance against other schools locally and nationally
- To prepare pupils for national tests
- To set targets for pupils and groups of pupils
- To make predictions about the expected progress and attainment of pupils and groups of pupils
- To analyse progress and attainment data to determine the school's strengths and areas for development.

### **What are we measuring?**

- Whether a pupil has learnt the objectives taught in a lesson or sequence of lessons
- Whether a pupil is able to apply that learning and to what extent
- The rate of progress pupils and groups of pupils make in their learning
- Whether the progress and attainment of our pupils matches that of other schools locally and nationally

### **How will we assess our pupils?**

Through day-to-day in-school formative assessment (with objectives recorded via Sonar), for example:

- Question and answer during class
- Marking of pupils' work including in-depth marking
- Extended unaided writing opportunities and in-depth Maths investigations

- Observational assessment during group or whole class teaching
- Assessment information from TAs or other staff members
- Scanning work for pupil attainment and development

In-school summative assessment (recorded via Sonar), for example:

- Base line assessment in order to measure progress from entry at EYFS to Year 6
- Summative judgement based on formative assessment
- Progression tests E.g. NFER
- Reviews for pupils with SEN and disabilities
- Nationally standardised summative assessment

### **In-School tracking across the school**

Data points will occur at the end of each academic term.

For years EYFS-6, we use Sonar. For each core subject (or Prime/Specific area of learning), teachers will compare pupils' performance to the expectations of their year group. Teachers will assess whether a pupil is Below (Working Towards), Securely At (Expected) or Above (Greater Depth) within the standard.

Each teacher will also use Sonar to track which curriculum objectives have been either partially met, met or mastered, in each subject, on a fortnightly basis. This will be monitored by subject leaders (half-termly) to ascertain coverage and progress. This also helps to identify gaps in learning.

Moderation meetings take place before each assessment point, which will include book monitoring and writing moderations.

Each half-term, teachers meet with the DHT to monitor progress and achievement of pupils, through Pupil Progress Meetings. In these meetings, next steps and targets are agreed by the teacher and the DHT.

Teacher appraisals are undertaken at least twice a year, which are conducted by a member of the school leadership team (SLT).

Teachers meet with parents formally on two occasions throughout the year, to discuss pupils' progress in their learning. Snapshot reports (which provide a brief written report on a pupil's attainment in the core subjects) are provided twice yearly, whilst an annual report describes attainment, progress and the pupil's attitude to their learning, their effort and next steps.

## **Early Years Foundation Stage Assessment**

Ongoing assessment is an essential aspect of teaching and learning development in EYFS. The main EYFS assessment method is through staff observations of children in different teaching and learning contexts, including both adult-focused activities and child-initiated play. Observations take place on a daily basis (both formally and informally). Staff make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats, for example floor books, post-it notes and photographs.

We record each child's level of development at intervals throughout the year to ensure children are on track to meet the Early Learning Goals. Tracking grids (via Sonar) in the Prime and Specific areas as well as phonics are updated at the end of each half-term.

### **Reception baseline Assessment**

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). This is a short, interactive and practical assessment of the child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of the child's age will be familiar with.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and carers. The results of the profile are then shared with parents and carers. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is then submitted to the local authority in July.

### **Assessment Cycle in EYFS**

- Baseline: Within 6 weeks of the child's start date.
- Progress: Ongoing throughout the school year.
- Summative data: EYFS to submit Early Learning Goals data in the Summer Term

### **National standardised assessments**

These will be used to provide information on how children are performing in comparison to children nationally. Nationally standardised summative assessment enables SLT to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- Year 4 Multiplication Checks
- End of KS2 (Year 6 SATs)

The National Curriculum Programmes of Study (for years 1-6) and The Early Years and Foundation Stage (EYFS) Framework are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

### **Assessing the core subjects**

#### Writing:

Teachers will continually assess pupils' writing via marking, observation and questioning, adapting planning to ensure identified gaps are taught and assessed.

Formative assessment includes identifying on Sonar which objectives have been met – this is done every 2 weeks by the class teachers.

All teachers will formally assess writing three times per year, excluding Yrs 2 & 6 who will provide 6 pieces for assessment. The English subject lead will ensure moderation takes place so all staff are secure in their assessment of writing. (Identifying: working towards expected standard, working at the expected standard and working at greater depth.)

Members of SLT and SMT will use key points - end of EYFS, Year 2 and Year 6 - to make statements about progress that will be shared externally.

#### Reading:

Teachers will continually assess pupils' outcomes via marking, observation and questioning. Pupils are tested through NFER in the autumn, spring and summer term, as an end of term assessment. Pupils in years 2 and 6 use practice SATs papers. Pupils are tested three times a year, formally.

At the end of year 2 and 6 all pupils take the national SATs tests in English and are graded accordingly.

Summative data is recorded via Sonar, in order to measure attainment and progress, each term.

Formative data (marking off coverage of objectives) is recorded via Sonar, once a fortnight.

#### Phonics:

The national phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June.

Children will also take part in termly *Monster Phonics* assessments to monitor progress and group the children.

Pupils in Y1 are base-lined against the screening check in early September, and EYFS are base-lined using the 40+ graphemes.

### Maths:

Teachers will continually assess pupils' outcomes via marking, observation and questioning, adapting planning to ensure identified gaps are taught and assessed.

Pupils are tested through NFER in the autumn, spring and summer term, as an end of term assessment. Pupils in years 2 and 6 use practice SATs papers. Pupils are tested three times a year, formally.

At the end of year 2 and 6 all pupils take the national SATs tests in Maths and are graded accordingly.

At the end of Year 4, pupils take the national Multiplication tables check.

Summative data is recorded via Sonar, in order to measure attainment and progress, each term.

Formative data (marking off coverage of objectives) is recorded via Sonar, once a fortnight.

Science: Summative assessment is recorded each term on Sonar. During each topic, each class will complete one full written write-up of an investigation, and this will be used to measure understanding. Formative data (marking off coverage of objectives) is recorded via Sonar, once a fortnight.

### **Assessing the non-core subjects**

(Formative data (marking off coverage of objectives) is recorded via Sonar, once a fortnight, excluding RE, MFL and PSHE).

PE: Summative assessment is recorded each term on Sonar based on the teacher's judgement of pupil outcomes, and substantiated by Pupil Voice & Learning Walks, undertaken by the subject lead.

Music: Summative assessment is recorded each term on Sonar. Assessment outcomes are based on the teacher's informal observations of children's skills, the children's self-assessment (a self-assessment ticklist completed, in their books, at the end of each unit) and the evidence that they have collected in Music books and on videos to assess the standard the pupil is working at in their year group. In addition, each term pupil voice discussions will take place to talk about the children's learning over the past term and assess what they have learnt, with the subject lead. (See Appendix 1.)

RE: Summative assessment is recorded each term on Sonar. Teachers assess using a template formulated from Oxford Diocese's assessment tool and Understanding Christianity - completed at the end of each topic so that gaps are highlighted and measured against work in books.

MFL: At the end of each Language Angels Unit of work (approximately each half term), pupils will complete the end of unit assessment which consists of a short speaking, listening,

reading and writing task and will complete a self-assessment based on the units learning objectives. These assessments will be evidenced in their MFL books and used to inform teacher judgements when inputting summative data onto Sonar at the end of the term. (See Appendix 2.)

Humanities: Summative assessment is recorded each half-term (alternating between Geography and History), and is measured based on pupil workbooks, and an end-of-topic quiz. (See Appendix 3.)

PSHE: Summative assessment is recorded each term on Sonar. All work in PSHE books will have clear learning objectives and stamped as achieved (if applicable) when books are marked. If work is not in books, photos are to be taken and either printed as a photosheet to be stuck in books, or saved (on the school drive) with a list of children who achieved/ did not achieve the learning objective for each lesson. The Jigsaw Progression Overview gives clear objectives to be achieved each half term. Teachers will refer to these and use the sticker template to show summative progress against these at the end of each half term.

D&T: Summative data is recorded each term on Sonar, and measured using the pupils' outcomes in books, including an evaluation at the end of the topic. Photographs of finished products will also be used as evidence.

Art & Design: Summative data is recorded each term on Sonar, and measured using the pupils' outcomes in sketchbooks and final pieces. Photographs of finished products will be used as evidence as well as children's self-assessment against LO's using post-its to record next steps in sketchbooks.

Computing: Summative assessment is recorded each term on Sonar. Assessment outcomes will be based on the teacher's observations of the children's discussions, computing skills and reasoning behind their actions within computing. Teacher's assessment will also take into account children's self-assessment (a self-assessment ticklist completed, in their books, at the end of each unit), some learning recorded on paper (stored in a computing booklet within the classroom) and other learning saved online (saved under their own usernames). In addition to this, pupil voice surveys will take place to assess the progress of all pupils and monitoring of work recorded on paper and online.

### **Roles and Responsibilities**

Assessment Leader:

- Ensure that teachers are informed about the expectations regarding the collection of data
- Work alongside teachers and middle leaders to complete end of year data returns for EYFS, KS1, Year 1 Phonics and KS2 and submit them to the local authority
- Manage Sonar for teachers and Governors
- Ensure pupils are tracked carefully so they are making progress across the year.

Governing Body:

- Hold the Headteacher and Senior Leadership Team (SLT) to account for attainment and progress of pupils in the school
- Ensure strengths are recognised and areas for development are identified and addressed.

Head teacher and SLT:

- Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets.
- Support teachers in making assessment judgements by holding termly moderation meetings

Subject Leaders:

- Track progression and attainment in their subject at least termly, to ascertain coverage, impact and any gaps in learning

Teachers:

- Carry out regular, accurate assessment of pupils (recording this on Sonar)
- Provide high quality feedback and use assessment information to inform planning
- Ensuring statutory assessments at the end of EYFS, KS1 and KS2 are met as well as Y1 phonics
- Carry out reviews for pupils with SEND
- Attend termly pupil progress meetings with SLT/middle leaders
- Write end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.




## Appendix 1

### How do we assess Music at Phil and Jim?

The focus for each unit of work is stated on the Music Curriculum map. The end of Key Stage expectations with expected musical learning is broken down for each year group on Sonar and on the Music Progression Map. Children will also have a self-assessment in their books at the end of each unit for them to tick off what they think they can do. Teachers can use their informal observations of children's skills, the children's self-assessment and the evidence that they have collected in Music books and on videos to assess whether they feel each child is working below, working at, or working above the expected standard for their year group. This will be completed on Sonar at the end of each term. In addition, each term pupil voice discussions will take place to talk about the children's music learning over the past term and assess what they have learnt.

Music books expectation:

- KS2: 2+ pieces of work in books per unit
- KS1: 1+ piece of work in books per unit
- Examples of work in books could be:
  - o Artwork/picture inspired by the music
  - o Notes of dynamics or instruments or pitches heard when listening to a piece of music
  - o Graphic score in response to listening to a piece of music (e.g.  to show dynamics)
  - o Musical notation with their names
  - o Written compositions (either musical notation or symbols depending on year group – could be cut out rhythms that the children stick in an order and then play/clap from)
  - o Quiz on a piece of music/composer/musician that you are focussing on
  - o Key vocabulary and definitions
  - o Drawing and labelling notes on the stave
  - o Picture of performance with the child's reflections (e.g. nativity or carol concert)
  - o Notated rhythms stuck in books and children circle the ones they hear (as teacher claps them or they are played)
  - o Annotated images or drawings of musical instruments

Non-written evidence for where the focus is performing, learning to play an instrument, performing a composition etc. This could be a class, group or individual video and should be uploaded to the drive in the year group's folder in Subjects – Music - 2022.

Example of self-assessment for year 6 after Unit 1






Steps to success	Self-assessment
I can sing a wide range of songs in a group.	
I can sing a three-part round as a group.	
I can sing with expression.	

I can sing a song in two or three parts.	
I can follow a conductor to sing different dynamics and tempos.	
I can sing in front of an audience as a group.	
I can sing syncopated rhythms.	
I can sing following the correct rhythm.	
I can sing a rhythm from staff notation.	

## Appendix 2

### How do we assess MFL at Phil and Jim?

At the end of each Language Angels Unit of work (approximately each half term) pupils will complete the end of unit assessment which consists of a short speaking, listening, reading and writing task and will complete a self-assessment based on the units learning objectives (see examples below). These assessments will be evidenced in their MFL books and used to inform teacher judgements when inputting summative data onto Sonar.

<b>Speaking Exercise</b> Can you say any of the following in Spanish? My name is _____ . I am good. I am bad. I am so, so. Hello, how are you?	<b>Listening Exercise</b> From the PowerPoint slide write the five different numbers between 1 and 10 you hear spoken.  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div>
<b>Reading Exercise</b> Can you draw a line from <u>any</u> of the following words to the correct colour?  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>rojo</p> <p>verde</p> <p>amarillo</p> <p>naranja</p> <p>azul</p> </div> <div style="width: 45%;">      </div> </div>	<b>Writing Exercise</b> Can you write any of the following five numbers in Spanish?  <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 5px;">1 <input style="width: 100px;" type="text"/></div> <div style="margin-bottom: 5px;">3 <input style="width: 100px;" type="text"/></div> <div style="margin-bottom: 5px;">5 <input style="width: 100px;" type="text"/></div> <div style="margin-bottom: 5px;">7 <input style="width: 100px;" type="text"/></div> <div style="margin-bottom: 5px;">10 <input style="width: 100px;" type="text"/></div> </div>

## What I can do after... 'Aprendo español'

In Spanish I can..	... do this all on my own, without the help of an adult or partner.	... do most of this on my own but may need to ask an adult or partner for some help.	... do very little on my own and need help to complete this task.
... find Spain on a map of the world and label some key cities on a map of Spain.			
... name some countries in the Hispanic world and tell you some facts about these countries.			
... say hello and goodbye.			
... tell somebody how I am feeling and ask them how they are feeling.			
... tell somebody what my name is and ask them what their name is.			
... recognise and recall numbers 1-10.			
... recognise and recall ten colours.			

What I need to do to improve further is... \_\_\_\_\_

**Appendix 3**

Example end of term quiz based on Sonar history objectives

Year 3 – History – Stone Age to the Iron Age

1. List 2 similarities between life in the Bronze Age and the Iron Age.

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2. List 2 differences between life in the Stone Age and Iron Age.

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3. Put these periods in chronological order:

Palaeolithic Era, Bronze Age, Neolithic Era, Iron Age, Mesolithic era

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4. Circle the sources that are Primary Sources:

artefacts    textbooks    letters    artwork    documentaries

5. Circle true or false for each statement:

T/F Bronze Age people lived in hill  
forts

T/F The Stone Age was the longest  
Age in the Prehistoric era

T/F Flint was first used by people in  
the Bronze Age

T/F Hill forts were used for protection

T/F Bronze Age people became less  
nomadic due to the introduction of  
farming