



# Assessment Policy

- Effective: September 2023
  - Review: September 2024 or before
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## Rationale

At Bosley St Mary's CE Primary School we have used the '*Final Report of the Commission on Assessment without Levels*' (September 2015) and the subsequent government response to write our Assessment policy. The Commission stated: Despite a wider set of original purposes, the pressure generated by the use of levels in the accountability system led to a curriculum driven by Attainment Targets, levels and sublevels, rather than the programmes of study. Levels came to dominate all forms of assessment. Not only were they used for both statutory national curriculum tests and statutory reporting of teacher assessment, but they also came to be used too frequently for in-school assessment between Key Stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages.

The Commission believes that this has had a profoundly negative impact on teaching and learning. Alongside the Government's changes to ways of reporting national curriculum test outcomes and statutory teacher assessment, the freedom for schools to develop their own approaches to in-school assessment means that the three forms of assessment - formative assessment, in-school summative assessment and nationally standardised summative assessment - can be appropriately tied to their different purposes. Overall this will better serve the needs of pupils and promote a higher quality of teaching, learning and assessment.

At Bosley St Mary's CE Primary School we put a greater emphasis on specific knowledge pupils should acquire by the end of each key stage. Good teaching and assessment continually reinforce each other building an accurate picture of the whole child. In Year 6 pupils will complete the statutory End of Key Stage tests. These are no longer levelled and pupils will be provided with a scale score out of 100.

## The Principles and Aims of Assessment

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. Bosley St Mary's CE Primary School Primary School aims to ensure that:

- Pupils understand how they can improve.
- Parents know how their child is doing in school.
- Parents know how they can help their child at home.
- Teachers complete formative assessments daily.

- Teachers complete summative assessments termly.
- Teachers provide pupils with personalised feedback.
- Teachers comply with statutory obligations.
- Governors are aware of school performance data.

### **Formative Assessment**

This type of assessment is completed day to day in classes from questions and answers in discussion to observations and marking of pupils' work. The purpose of this assessment is to measure all pupils' acquisition of knowledge and understanding and to identify where they need to target their efforts to improve. It enables teachers to identify when pupils have consolidated their learning and identify gaps and misconceptions. Pupils are involved in their own assessment as well as peer assessment. This empowers pupils to have an insight into their own understanding and to identify personal targets to further improve. Pupils with SEND will have their needs taken into consideration when being assessed.

### **Local Summative Assessment**

This type of assessment is completed termly at Bosley St Mary's CE Primary School. Pupils use 'KWL charts' at the beginning and end of a unit to show what they have learned in foundation subjects. The purpose of this assessment is to inform pupils about how well they have learned and understood a topic or course of work over a period of time. Progress tests in Reading and Mathematics will be completed termly. Analysis of data enables teachers to use this information to plan subsequent teaching and learning opportunities. Teachers will be supported with their accuracy of assessments through moderation and/or standardised tests. Information on how parents can support their child's learning at home will be shared at the formal parents evening.

### **National Summative Assessment**

This type of assessment is statutory and completed in summer term at the end of Key Stage 2. The purpose of this assessment is to provide information on how pupils at Bosley St Mary's CE Primary School are performing in comparison to pupils nationally. Scaled scores were introduced in Summer 2016 so as to maintain their meaning over time. Raw scores will be converted to a scale score where the national standard is 100. Raw scores may differ yearly and the Government will produce a document linking raw and scaled scores. Children in Reception will complete a baseline assessment and Early Years' Profile. Children in Year 1 will also sit the national Phonics Screening Test. Children in Year 4 will also sit the Multiplication Tables Check.

## **Governance, Management and Evaluation of Assessment**

It is the responsibility of the Governors and Senior Leadership Team to maintain, review and update the policy as necessary. Subject Leaders will ensure the policy is being followed when they carry out monitoring exercises in their subjects. Moderation of assessments will be carried out in school as well as externally with other professional links. This is so that senior leaders can ensure consistency and accuracy of assessment judgements.

### **Assessment Outcomes**

During local summative assessment weeks, pupils will complete a range of assessments. This data will be marked and analysis grids completed in order to identify next steps. This information, on how pupils can improve, will be shared with parents at the formal Parents' Evening. A teacher may feel it is necessary to contact a parent/carer sooner, so that parents can help to support their child at home. Anonymised performance data overviews will be shared with link Governors and fed back to the Full Governing Body. National summative data is shared with Governors and parents at the end of the academic year, once published.

### **Targets**

Children have targets for, Reading, Writing, Mathematics and Science which will be reviewed regularly and shared with parents termly. EYFS children are given next steps Early Years Foundation Stage documentation. In lessons children have knowledge and skills stickers so they can achieve their curriculum objectives.

### **Administering Assessments**

Teachers will be kept up to date with developments in assessment practice and opportunities will be provided to develop and improve practice. Assessments will be completed during 'assessment weeks' which are identified on the school calendar and shared with all stakeholders at the beginning of each academic year.

### **Early Years and Assessment**

When pupils start Reception class, staff will make close observations of the children as well as using information provided by other settings and, perhaps most importantly, in collaboration with parents in order to form a baseline assessment. This is then closely linked to the Development Matters 2021 document and begins the child's Learning Journey. Parents have access to Tapestry and can view their child's daily learning experiences as well as sharing learning from home. Throughout the year a range of formative assessment strategies, including evidence from child initiated and teacher led activities, will be used to gain

evidence for the Early Years' Goals and characteristics of learning. Evidence will be uploaded to the pupils' learning log on a regular basis. This will be shared with parents at the formal parents' evening and end of year.

### Reporting to parents

Throughout the year we hold regular meetings with parents. Blossom Class parents have access to Tapestry and can view their child's daily learning experiences as well as sharing learning from home. We pride ourselves on our open door policy and welcome parents into the school at any time.

**Autumn term** - Whole school parents' evening to share the school strategic development plan, How to help your child at home meeting and formal parents' meeting

**Spring term** - Formal parents' meeting reporting progress against targets.

**Summer term** - Formal Written Report - Following school format and to be sent in July.

We also communicate with parents via the following:

- Formal SEND review meetings which are held regularly
- Messages using School Spider
- Email
- Newsletters
- Website
- Facebook

If parents have any questions, staff are available to discuss these at the earliest opportunity.

## Roles and Responsibilities

### Assessment Leader

- Update the policy in the light of DFE advice and requirements
- Lead the development of assessment policy
- Organise staff training ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the Strategic School Development Plan
- Liaise with subject coordinators and class teachers
- Organise access arrangements for National Assessments

## Subject Leaders

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the LA
- Analyse Statutory Assessment Test results and tracking information in their subjects
- Advise staff of outcomes of assessment

## Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (termly)
- Make formal, **moderated** assessments termly
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y6, administer Statutory Attainment Tests
- In the case of Year 1, administer the Phonics Screening Test
- In the case of Reception administer the Baseline Assessment and Report on the ELG
- In the case of Year 4, administer the Multiplication Tables Check
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress
- Use Tapestry to record assessment of pupils' work in Blossom Class
- Use Tapestry communicate pupils' work with parents in Blossom Class

## Senior Leadership Team

- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate analysis of data
- Carry out termly Progress Meetings with each year group

## SENDCO

- Co-ordinates the identification and assessment of children with SEN
- Monitors effectiveness of interventions
- Leads interventions where professional teaching skills are necessary
- Liaises with LA and stays up to date with available intervention schemes

## Marking

At Bosley St Mary's CE Primary School we 'mark' children's work in a variety of different ways.

*Next step = A way for the child to make improvements in the next piece of work*

**Blue to do** = An improvement that can be made to enhance/correct the piece work completed. This is a short task to be completed at the beginning of the next lesson. 'Blue to do' will be identified by the use of a blue highlighter.

## Codes

Codes will show how children have completed their work and should be written in the top left of children's pages, by children. The coding is as follows:

- **PIGS** = Paired, Independent, Guided, Supported

## Peer Assessment (PA)

Verbal PA - children give verbal praise/improvements to each other against skills.  
Written - PA by ?? (child inserts initials/name) PA is against the skills/ knowledge and will be completed using a table.

## Self Assessment (SA)

SA in pencil. SA is against the skills/ knowledge. Children will occasionally SA using simple symbols to show how they feel about the work they have completed. EG Smiley Faces. Where children are self-editing this work is completed in a purple pen.

## Verbal Assessment (VF)

VF shows that an adult has given verbal feedback during the lesson.

## Teacher Marking

Completed in green. Every piece of work in English and Mathematics will be marked or responded to. Staff can use ticks, smiley faces and/or stickers for positive marking.

In mathematics, when formally marking, teachers will tick and give a blue to do/next step if relevant. Teachers use a tick to mark correct answers and a dot to show an incorrect answer for children to correct in 'Blue to do' time.

English/Foundation pieces are marked against the skills stickers, where applicable. Green will mean achieved, Orange will mean partly achieved and Pink not achieved. This will inform the teacher of objectives to focus on for the following lesson. Punctuation may not be corrected by the teacher (C .) throughout Key Stage 2 and at the discretion of Key Stage 1 teachers. This could be a 'blue to do' in the marking. In writing pieces, teachers will give verbal feedback on pieces that will be used to inform teacher assessment. Where pieces are not being used for formal assessment written feedback should be given; this should be at least once every 2 weeks. Following STA guidance children have to identify their own

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**I can do all things through Him who strengthens me.**

Philippians 4:13

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mis-spelt words. Teachers place an emphasis on ‘Tricky Word Books’ where children can ask for unknown spellings as well as providing word banks, dictionaries and, in Key Stage 2, spell checker tools. Teachers will identify any mis-spelt age-related words. As the year progresses this should be less frequent as children should be more confident in their spellings. Any re-occurring spelling errors should be addressed during grammar lessons. Phonics and handwriting will be marked in line with ‘English’ although two ticks and a target will not be used. Where spellings are identified by an adult in Key Stage 1, no more than 3 words will be highlighted, with a focus on Common Exception Words. In Key Stage 2, mis-spelt words identified by the teacher will have a yellow highlighter mark in the margin so that children know to focus on that line - unless children have a SEND need which means a word may be highlighted. These pieces of work **will not** be used for independent assessment of spellings.

**Teachers must use commands in their marking rather than questions - “Can you add adjectives into the sentence?” should be “Add adjectives into the sentence.” This will stop pupils answering with ‘no’ or ‘I don’t know’.**

Children must have time to respond to the marking. Purple pens will be used for editing work. Teachers will tick the response to marking by the pupil to acknowledge that it has been completed and is correct.

Staff will identify that they have read Peer Assessed/Self Assessed work by using their initials and using this to inform future planning.

Supply staff or Teaching Assistants will use their initials to show that they have worked with a child/group of children and read children’s work.

### **Early Years Foundation Stage**

Teachers will still mark some work using a tick and next step although a lot of feedback will be verbal and happen during teacher led activities.

### **Key Stage 1 Symbols**

C Capital letters

● Full stops



Finger spaces



Conjunctions

WOW

Amazing and interesting words/clauses



Punctuation missing

**Key Stage 2 Symbols - see above and...**



NP ~ New Paragraphing required



~ Word missing

### **Knowledge**

What we want the children to know or understand by the end of the lesson. This is stated verbally to pupils throughout the lesson.

### **Skills**

What the children need to do/use to gain the new knowledge/understanding

## **Non-Negotiables**

**At the start of every piece of work:**

- Full date at the top of the page
- Underlined
- Miss a line
- Sticker
- Miss a line
- Start work

### **Presentation**

- Handwriting throughout the school will be following the school policy and planned as a discreet session at least once per week but more frequent practice.
- This focuses on cursive letter formation
- Ascenders and descenders should be clear and appropriate in size.
- Letters should be on the line.

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Philippians 4:13

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- Children should be encouraged to join letters as soon as possible.
- Staff must model handwriting in line with school policy.
- Pen will be used by pupils at the discretion of the class teacher and ability of the pupil.

### Mathematics

- Short date for each new piece of work (including in Power Maths Books)
- 1 number per square.
- PIGS to be used to show how children have completed their work

### Writing

- Long date - Top line - to be spelt correctly.
- PIGS to be used to show how children have completed their work
- Writing every other line where appropriate
- If less than half a page is used then rule off at the start of the next session- KS2.

### Paper

- Worksheets to be kept to a minimum.
- Where teachers use worksheets, edges must be trimmed and identification removed (Such as Twinkl/ Classroom Secrets)
- Children are taught to stick in so that no edges overhang the pages.
- Edges are to be thoroughly stuck down so that the sheet doesn't become loose.