



Title	Assessment Policy
Reviewed	September 2023
Next Review	September 2025
Associated Policies	Teaching and Learning Policy Marking, Feedback and Presentation Policy EYFS Policy Appraisal Policy
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The academy views assessment as an integral part of the learning and teaching cycle. Formative and summative assessments are used to monitor and evaluate progress and attainment of individual, groups and cohorts.

Aims and objectives

Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement.

Every teacher is equipped to make well-founded judgements about pupils' attainment and progress, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential, or falling behind.

The academy has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.

Every parent and carer knows how their child is doing, what they need to do to improve, and how they can support the child.

Ecton Village Primary Academy Assessment Policy and Practice

We use online assessment tools as follows:

FS1 and FS2 – Tapestry

Y1 to Y6 – FFT data tracker

Summative Assessment

- Children in Year R will be assessed against the EYFS profile. Parents will be told the age and stage that their child is working at using the Development Matters framework, and at the end of Reception whether their child is emerging, expected or exceeding in comparison to the Early Learning Goals.
- Children in Year 1 will carry out the phonic screening test in June 2023. This is a statutory assessment. The score the children achieved and whether this is meeting the expected level or not will be reported to parents in end of year reports.
- Children in Year 2 will be teacher assessed, using SATs materials to support teachers' judgements. These results will be reported to parents at the end of the year.
- Children in Year 2 who did not pass the phonics test in Year 1 will complete the phonics test in June 2023 and their mark will be reported to parents.
- Children in Year 4 will complete the Multiplication Tables Check.
- Years 3, 4 and 5 will sit summative tests in reading, writing, maths and GPS in the spring and summer terms.
- Children in Year 6 will carry out SATs tests in GPS, Maths and Reading during May 2023. Writing will be teacher assessed. Results will be reported to parents in the end of year. Year 6 will be assessed at regular intervals throughout the year.

Formative Assessment Years 1 – 6

September Baselines End of year teacher assessments and statutory assessments are used to form baselines for all pupils in Y1 to Y6. These will be presented as part of the cohort data profiles.

Phonics

Children throughout the school will be assessed half termly for phonics whilst they remain on the RWI phonics programme. This information can be used to inform judgements against the assessment criteria for reading. Following these assessments, alterations are made to the groupings in order to meet the needs of the individual children.

Data Entry Points

Children in all year groups will be formally assessed at least 3 times during the year. Results will be entered onto the FFT tracker; assessment systems are designed to be continuous assessment throughout each term. Teachers will discuss and moderate judgements through professional conversations as they enter assessments into the systems. There are three formal data points per year (December, April and July) when assessment information will be analysed and shared. Assessments will be reported to HAT/governors after each data entry deadline.

Formative Assessment

A range of ongoing formative assessments are used to assess children's levels for pupil progress meetings. Work will be assessed (using FFT tracker statements linked to the National Curriculum or Tapestry), taking note of work that has been scaffolded, where support has been given or when work has been done immediately after teaching. Teachers will use this assessment information to modify short term teaching.

Independent and supported written work is completed regularly to support accurate assessment judgements.

In reading, children are assessed through a mixture of reading comprehension tasks, one to one reading notes, and test outcomes. In Key Stage 2 children will also be assessed through the use of the Accelerated Reader Programme and termly Star Reader Tests.

Maths is assessed through work in books, mental maths tests, problem solving and number tasks done in lessons as well as White Rose end of Unit Tests and past SATs tests.

The assessment given must be a fair reflection of where the pupil has been working for some time and not a snapshot from one assessment. In order to achieve accurate and fair judgements of a pupil's level of attainment, moderation activities are regularly planned into the staff meeting timetable. Cross phase moderation also takes place as part of this process of achieving accurate assessment. All year groups will take place in Cross Trust moderation activities and Foundation Stage 2, Year 2 and Year 6 take part in moderation with other local schools.

Science will be assessed using the FFT statements. Teacher planning should be annotated to show progress and next steps.

Other subjects

All other subjects will be assessed using the FFT statements.

Evidence

Evidence for all ongoing assessments with linked learning objectives will be in children's books and annotated teacher planning. It is essential that these are kept up to date to ensure the assessment

procedures can be monitored and adapted as the year progresses.

Assessment beyond the point of Teaching

Regular review of learning to enable pupils to demonstrate what they can do and understand is key to making accurate teacher assessment judgements. Pupils should be able to demonstrate their learning and knowledge beyond the point of teaching, activities to enable pupils to demonstrate this must be planned for.

If pupils are not successful in these low stake test situations, then the learning is not secure and this needs to be addressed.

In more formal tests pupils need to work across a range of skills and areas within a subject over a short space of time, they need to be able to link their learning and show resilience: pupils need to be taught how to do this in a structured way.

Reporting to parents

It is expected that progress will be shared with parents during Parents' consultations so that they can see the areas where children are meeting end of year expectations and, where they are not, to be able to support children at home. At the end of the year we will report to parents that children are either meeting end of year expectations, have mastered end of year expectations (where they have embedded them securely in all their work), or are working towards meeting end of year expectations.

Targets

In year progress targets will be set for appraisal purposes in line with ARE bands. Attainment targets will be set using prior attainment information and FFT50/20 estimates.

End of year percentage of children who will attain ARE or above will be agreed by the Principal and the class teacher.

The expectation is that children should at least match their prior attainment year on year. Pupils who attain national expectations in Reception and Year 2 are expected to remain ARE during the next key stage. Where pupils have fallen below their prior attainment they will be targeted to move back into their previous attainment band during the next academic year. Some individual pupils who are below ARE will be targeted to move into ARE by the end of the year. This will ensure the year group move towards FFT50/20 estimates by the end of the key stage.

