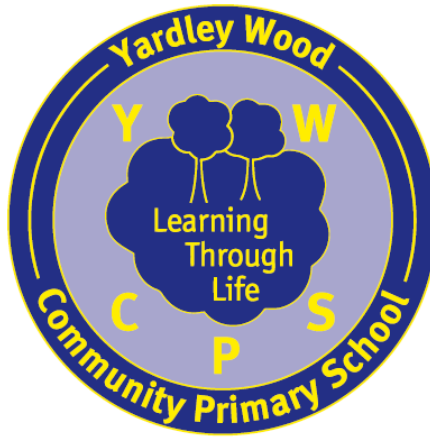


YARDLEY WOOD COMMUNITY PRIMARY SCHOOL



Assessment policy

Spring 2023
To be reviewed spring 2026

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Our principles of assessment are:

- to provide information to support progression in learning through planning;
- to provide information for target setting for individuals, groups and cohorts;
- to share next steps and learning goals;
- to involve children with self-assessment;
- to help pupils know and recognise the standards for which they are aiming for;
- to raise standards of learning;
- to identify children at an early stage in their learning for intervention;
- to inform parents and other interested parties of children's progress;
- to support a critical self-evaluation of the school.

Formative Assessment

Formative assessment opportunities are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. This is achieved through a wide range of means including adjusted planning; effective questioning, clear learning objectives and success criteria, ongoing self and peer assessment of learning against these criteria and through the marking and feedback pupils receive. Learning retention is also measured through formative assessment.

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The assessment cycle at Yardley Wood Community Primary School will include:

1. Data from statutory assessments
 - Foundation Stage Profile and Reception baseline;
 - Year 1 Phonics test;
 - Year 4 multiplications check;
 - Key Stage 1 assessments;
 - Key Stage 2 assessments.
2. Information from termly and end of year assessments
 - End of year formal assessments Year R-6;
 - Independent writing assessments (cold tasks and hot tasks as well as No more marking National benchmarks);
 - On-going teacher assessments in all subjects on a termly (1/2 termly Spring and Summer) basis through I-Track (data recording platform)
 - Non-statutory tests/'end of block' retention assessments and quizzes across subjects in school in KS1 and KS2
 - Use of AR data and subject leader monitoring in Reading across Key stage 1 and 2

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem, detailing next steps.

At Yardley Wood Community Primary School we will:

- provide opportunities for three parent consultation evenings, so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report and parents meeting;
- provide an end of year written report which include results of any statutory tests and assessments and gives information relating to progress and attainment;
- discuss pupil progress at the request of parent by appointment.

The leader of assessment will:

- provide support and guidance with assessment and keep up to date with current information;
- resource the school with relevant tests and update assessment cycle;
- highlight pupils and groups of pupils who have made less than expected progress or are working below expectations and discuss these groups with teachers during pupil progress meetings;
- analyse results to identify attainment and progress made by pupils and for groups of pupils, such as: disadvantaged, gender, vulnerable children and children from different ethnic minority backgrounds and ensure all leaders are kept up to date with this information;
- report to governors regarding the policy, statutory test results and cohort targets.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Yardley Wood Community Primary School we will:

- Use i-Track to benchmark and track pupil's progress and attainment across school against school standards and exemplification materials.
- meet regularly when in whole school/ phase/year group meetings to moderate reading, writing and maths learning/assessments;
- moderate work through monitoring planning and through book scrutinies, feeding findings back to members of staff;
- Work alongside other schools in the consortium to moderate and compare standards to ensure they are being driven forward and to inform school self-evaluation.
- Collate evidence to back up teacher assessments as appropriate.

Spring 2023
To be reviewed spring 2026

Policy approved by the Governing Board:

Signed **Chair of Governing Board**

Date