Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms
1 Peter 4:10

Assessment Policy

Policy to be approved by	Standards
Policy last reviewed and amended	September 2023
Policy ratified and adopted by the Full Governing Body	September 2023
Policy due for review	Summer 2026

This policy should be read in conjunction with the school's:

- Teaching and Learning Policy
- Feedback Guidelines

1   Introduction

Effective assessment enables

- **School leaders** to monitor the performance of pupil cohorts within the school and National context, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate the teaching and learning that is taking place in their classroom and to identify next steps in learning for both individuals and groups of pupils
- **Pupils** to understand how well they have learned and understood a lesson, topic or unit and enables pupils to understand their next steps for learning.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child

We undertake two different but complementary types of assessment:

- [assessment for learning](#) (A*f*L) - *formative assessment*
- [assessment of learning](#) (A*o*L) - *summative assessment (both statutory and non statutory)*

2   Assessment for Learning

AFL involves the daily use of informal, low stakes assessment in the classroom to raise pupil achievement.
AFL aims to assess where pupils are in their understanding and provide instant feedback for the pupil and the teacher as to how a pupil is doing and what the next steps in learning are. AFL is embedded into daily classroom planning and practice. For more details please see our **Teaching and Learning Policy** and **Feedback Guidelines.**

3   Assessment of Learning

Assessment of learning involves making summative judgements about pupils' attainment at the end of a unit of work, the end of a term, the end of a year or the end of a Key Stage. In school we use both statutory nationally standardised summative assessment and non statutory summative assessment.

Statutory Assessment involves judging pupils against national standards; this takes place
- at the beginning of Reception (Reception baseline from Sept 2021)
- at the end of Reception in the EYFS profile.
- at the end of Year 1 in the phonics screener
- in an online times tables test at the end of Year 4 (online MTC from June 2022)
- in KS2 National Curriculum tests and teacher assessment at the end of Year 6

Statutory assessments are overseen by the relevant year lead with the support of the Senior Leadership Team.

Non statutory assessment of learning at CtS involves
- Ongoing observation and recording of learning journeys in EYFS
- Half termly Read Write, Inc assessments for all pupils learning phonics
- Year 1: termly summative written assessments in maths
- Year 2: termly summative written assessments in maths and summative reading assessments in the spring and the summer terms
- KS2: termly summative written assessments in reading, grammar and spelling and maths

- Ongoing assessment of pupils' attainment against the schools curriculum and subject specific assessment bands. These assessment bands are stuck in the Writing Portfolios for English and are available on the teacher portal for teacher reference for maths, RE, PSHE, geography, history and RE.

School Data tracking system

All summative assessments required by the school assessment policy are recorded on the school online data tracking system, **Insight**. All teachers and teaching assistants have access to this data tracking system.

4   Assessment in EYFS

At the start of the academic year nursery pupils are assessed in the three prime areas to form a baseline assessment (the three prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development). This is recorded on our school data tracking system, **Insight**. In reception at the start of the academic year, pupils are assessed in the three prime and two specific areas (literacy and mathematics) and this is also recorded on **Insight**. In addition, the statutory reception baseline assessment is completed for each pupil and recorded electronically on the DFE baseline portal. The individual pupil statements which are generated once the RBA has been completed are uploaded to the individual pupils' profile on **Insight**.

In EYFS, throughout the academic year, teachers will track children's progress and attainment through different forms of ongoing assessment. Each child has an online learning journey; EYFS teachers record children's attainment and progress using an online recording tool called **Tapestry**. The learning journey will contain observations made during child-led and adult-led activities, annotated photos, WOW moments, samples of work, quotes from the child and comments from parents. These observations are linked to an area of learning or a characteristic of effective learning. Children's online learning journey records are printed half termly and collated in a pupil folder to share with parents.

Tapestry is used to track progress and identify any gaps and areas of concern. Teachers use the online learning journey, as well as their own knowledge of the child, to make end of term judgements for the 17 aspects in the 7 areas of learning; Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. These judgements are recorded on **Insight**. Internal and external moderation supports accurate teacher judgements.

The outcome of the EYFS Profile at the end of Reception is recorded on **Insight** to act as the baseline for KS1 progress.

5   Assessment of Phonics

Read, Write Inc assessments are used to assess pupils' early reading skills at the beginning of Reception, Year 1 and Year 2 and the results are used to group pupils into phonics teaching groups. Pupils' RWI groups are recorded on **Insight** every half term (S1 Sounds A, S1 Sounds B, S1 Sounds C, Ditty Group, Red Group, Green Group, Purple Group, Pink Group, Orange Group, Yellow Group, Blue Group, Grey Group) RWI assessments are then carried out every half term to track pupils' progress and to ensure that pupils are always in the appropriate phonics group. RWI assessments are used continually in KS1 and lower KS2 until a pupil has both passed the phonics screener and reached an appropriate level of fluency in reading.

In addition, pupils in Year 1 (and pupils in Year 2 who have not yet passed the phonics screener) sit a termly practice phonics screener to help prepare them for the statutory Phonics Screener. Pupils' raw scores from the practice phonics screener are recorded on **Insight.**

Once pupils have progressed off the RWI scheme their Book Band (Turquoise BB, Purple BB, Gold BB, White BB, Lime BB, Brown BB, Grey BB, Dark Blue BB, Dark Red BB, Challenge Reader) is assessed by the class teacher and recorded on **Insight** every half term in order to ensure that progress in reading is monitored and maintained.

6 Assessment in Years 1- 6

At the beginning of the academic year teachers are given information about their new class by the previous class teacher: this includes information about pupils' attainment and progress during the previous year and pupils' attainment at the end of the previous key stage. Pupils' attainment data is stored digitally in the school online data tracking system, **Insight**. All teachers and teaching assistants have access to this data and are expected to regularly use Insight to check pupils' prior attainment and progress and to record current attainment.

Termly Summative Written Assessments

Year 1 take internal summative written assessments in maths three times a year, in October, February and June.

Year 2 take internal summative written assessments in maths and reading three times a year, in October, February and June.

Years 3 - 5 take internal summative written assessments in reading, grammar and spelling and maths three times a year, in October, February and June.

Years 6 take internal summative written assessments in reading, grammar and spelling and maths more frequently in preparation for their SATs, usually in October, February, March and April.

These in school assessments are taken in class over a two week period in usual classroom settings. The raw scores from these assessments are entered by class teachers on to **Insight**. Year 6 also enter scaled scores.

Termly Teacher Assessment Judgements

Teachers assess pupils' attainment in reading, writing and maths at the end of each term (December, March/April and June) and enter individual levels onto **Insight** indicating where the pupil is on the spectrum of WTS - to GDS. This is a teacher assessment judgement informed by all aspects of the child's work during the term. The Teacher assessment levels we use at CtS and their descriptors are below.

CtS TA Level	Description
BLW	Below the ARE of a child in their first half term of nursery
NWTS-	ARE for a Nursery child in the first half term
NWTS	ARE for a Nursery child at end of the autumn term
NWTS+	ARE for a Nursery child at end of Feb half term
NEXS-	ARE for a Nursery child at end of the spring term
NEXS	ARE for a Nursery child in the summer term
NGDS	Exceeding ARE for a Nursery child in the summer term
RWTS -	ARE for a Reception child in the first half term
RWTS	ARE for a Reception child at end of the autumn term
RWTS +	ARE for a Reception child at end of Feb half term
REXS -	ARE for a Reception child at end of the spring term
REXS	ARE for a Reception child in the summer term
RGDS	Exceeding ARE for a Reception child in the summer term

1WTS -	ARE for a Year One child in the first half term
1WTS	ARE for a Year One child at end of the autumn term

The TA levels continue in the same sequence all the way up to Year 6, where 6EXS represents the ARE for a Year Six child in the summer term.

In addition to the TA levels in reading, writing and maths, at the end of the summer term teachers assess the pupil attainment as WTS, EXS or GDS in science, R.E, history, geography, art, DT, P.E, PSHE, French and music. Individual subject levels are entered on **Insight** for each pupil. This teacher assessment judgement of the child's attainment is made with reference to the school's subject specific curriculum intents, assessment bands and exemplification materials and is informed by all aspects of a child's work during the course of the year. In the case of subjects such as French, art, music and P.E the teacher is assisted by the specialist teacher in forming a judgement of a pupil's attainment.

7   Using Assessment Data

Collecting assessment data is only a useful practice if it is analysed and used to impact teaching and learning. At the beginning of each academic year the school assessment lead identifies prior attainment trends and target groups in each year group and shares the information with year leads so that trends and targets can be monitored throughout the year.

When assessment data has been uploaded to **Insight** the tools on Insight are used to analyse the data. Teachers use the **Overviews Attainment Report** to analyse their class data by group (PPG, ethnic group, gender, SEN) and the **Progress Matrix** is used to analyse data with reference to pupils starting points. Year Leads use the same tools to gain an overview of the whole cohort. Groups or individuals who are not making adequate progress are identified and then discussed at year team meetings and strategies to support individuals and groups are put in place by the team. These are reviewed after each assessment cycle. The assessment lead supports year leads in the process of data analysis.

The assessment lead creates **Headline Reports** termly which are shared with SLT and subject leads and reports to the governing body on whole school trends in pupil attainment.

8   Inclusion

The principles and practices of this assessment policy apply 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.

Summative Written Assessments for SEN pupils

If required, access arrangements such as using a reader, a scribe, extra time, a small group setting or one-to-one support will be provided wherever possible to ensure that all pupils can access age appropriate assessments and have every opportunity to show what they have learned. When these access arrangements are put in place they are recorded in the comments tab on the pupils' assessment result so that a record is kept.

If a pupil cannot access age appropriate assessments they will be given assessments appropriate to their ability and level of study. For example, if a pupil in Year 4 is being taught the Year 2 maths curriculum, they will sit a Year 2 maths assessment. If a child is not at age related reading expectations, they will sit the reading paper that is appropriate to their reading age (measured on the Salford reading test). If a pupil cannot access the KS1 reading SATS papers they will not complete a written assessment but will be assessed using the RWI assessments every half term.

If an SEN pupil whose chronological age is above Year One is working below the Year One curriculum they will not sit any written assessment papers:

- If they do not have an EHCP they will be assessed in the same way that a child in EYFS would be assessed on the EYFS curriculum.

- If a child has an EHCP their progress will be measured against their EHCP outcomes. This progress will be recorded in an EHCP learning journal where evidence is collected on a daily and weekly basis to show progress towards outcomes.

Termly Teacher Assessment for SEN pupils

All children in the school, including SEN children, should be assessed using the CtS teacher assessment levels from Nursery through to Year 6. They should be assessed using the year group that matches the curriculum they are being taught. In exceptional cases where a child is not able to progress in reading using a phonics programme, the EHCP learning journal will be used to show progress in reading rather than teacher assessment levels.

To aid teachers in assessing pupils who are in an older cohort but who are working on the EYFS curriculum more detailed CtS Teacher Assessment EYFS level descriptors can be found in Appendix A.

At the end of a Key Stage the **Pre-key stage standards** will be used to assess the attainment of pupils who are working below the national expectations. For pupils below the level of the **Pre-key stage standards** who are not involved in subject specific study the **Engagement model** will be used. This assesses pupils in five areas of engagement: exploration, realisation, anticipation, persistence and initiation.

9   Reporting to parents

Twice a year, we offer parents the opportunity to speak with their child's teacher (October and February). In addition to these scheduled evenings, a meeting can be requested by a parent at any time if they have any concerns about any aspect of their child's work.

Towards the end of the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on English, maths and religious education and parents are provided with pupils attainment levels in all subjects from Insight. In line with statutory requirements, parents can also access their child's attendance data through the Arbor system and parents can request a meeting with the teacher if so required.

10   Moderation of Standards

It is the subject leader's responsibility to collate examples of children's work within their subject area to exemplify the school assessment bands. These exemplification materials, with annotations, are uploaded digitally to our teacher portal to support teachers in making assessment judgements. Teachers discuss these levels in their year team meetings and in CPD sessions throughout the year, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

At the end of KS1 and KS2 national exemplification materials, teacher assessment frameworks and where appropriate the Pre Key Stage standards are used to assist teachers in making end of Key Stage judgements.

11   Training

Teachers will receive training at least once a year to ensure that they are familiar with the assessment cycle and our data tracking system, Insight. It is the responsibility of the assessment lead to ensure that all teachers have access to and are familiar with the schools data collection system.

12   Monitoring and review

Our assessment lead, Su Larson, is responsible for monitoring the implementation of this policy. This policy will be revised as required.

Appendix A: CtS Teacher Assessment Level descriptors for EYFS

Word Reading

RWTS-	Read some individual letter sounds Orally blend CVC words
RWTS	Hears and says the initial sound in words Blend sounds into words, so that they can read CVC words made up of known letter– sound correspondences.
RWTS+	Read some Set 1 letter groups that each represent one sound and say sounds for them (special friends e.g. sh, th, qu)
REXS-	Read a few common exception words. Use their developing phonic knowledge to read things such as labels and captions
REXS (GLD statements)	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
RGDS	Read phonically regular words of more than one syllable as well as many irregular but high frequency words. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Read simple stories using expression.

Comprehension

RWTS-	Engage in extended conversations about stories, learning new vocabulary.
RWTS	Describes main story settings, events and principal characters in increasing detail
RWTS+	Re-enacts and reinvents stories they have heard in their play
REXS-	Is able to recall and discuss stories or information that has been read to them, or they have read themselves
REXS (GLD statements)	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
RGDS	Demonstrate a deeper understanding of what has been read to them through prior knowledge and context.

	Recite some poems.

Writing

RWTS-	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some single letter sounds. Write some or all of their name.
RWTS	Write single letter and some letter groups that each represent one sound. Hear and write the initial sound in words.
RWTS+	Spell words by identifying the sounds and then writing the sound with letter/s.
REXS-	Uses their developing phonic knowledge to write things such as labels and captions
REXS (GLD statements)	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others
RGDS	Spell phonically regular words of more than one syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing.

Number

RWTS-	Count objects, actions and sounds. Recognises significant numerals Compare numbers
RWTS	Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 5 (ordinality) Matches the numeral with a group of items to show how many there are (up to 5) Counts out up to 5 objects from a larger group Understand the 'one more than/one less than' relationship between consecutive numbers.
RWTS+	Increasingly confident at putting numerals in order 0 to 10 (ordinality) 0

		Matches the numeral with a group of items to show how many there are (up to 10)

Counts out up to 10 objects from a larger group

Link the number symbol (numeral) with its cardinal number value. |
| **REXS-** | | Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three

In practical activities, adds one and subtracts one with numbers to 10

Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" |
| **REXS** (GLD statements) | | Have a deep understanding of number to 10, including the composition of each number

Subitise (recognise quantities without counting) up to 5

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Verbally count beyond 20, recognising the pattern of the counting system

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity |
| **RGDS** | | Estimate a number of objects and check quantities by counting up to 20.

Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. |