The Slough and East Berkshire C. of E. Multi Academy Trust

Colnbrook C. of E. Primary School

Assessment Policy

Owner:	Assessment Lead
Date Reviewed:	March 2025
Date Policy to be reviewed:	March 2027

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

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AIMS AND OBJECTIVES

This policy aims to:

- Outline our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

We aim to provide opportunities that will enable all of our pupils to become successful learners who enjoy learning, make rapid progress and achieve highly. We encourage our pupils to be strong and courageous with their learning by taking risks and being creative and imaginative. We believe the key purpose of assessment is to enable all pupils to consistently make good progress. It is important that each member of staff knows which skills have been acquired, and the concepts that have been understood and retained. Assessment enables teachers to reflect on what pupils have learned and ~~this~~ to inform~~s~~ future planning. The outcomes of our assessments will help pupils become involved in raising their own expectations and aspire to achieve highly. Through assessing, recording and reporting on pupils' learning, we aim to:

- Enable individual pupils to make greater progress in their learning;
- Involve both teacher and pupils reviewing and reflecting upon the relevant assessment information;
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- Include reliable judgements about how pupils are performing in their subjects in correlation with age-related expectations.
- Enable teachers to plan more effectively so that the needs of all groups of pupils are met;
- Provide us with information to evaluate our teaching, and set appropriate subject targets at whole-school, class and individual pupil levels;
- Enable parents to be involved in their child's progress through parent consultations, end of year written reports, and ongoing informal discussions.

LEGISLATION AND GUIDANCE

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

This policy complies with our funding agreement and articles of association.

PRINCIPLES OF ASSESSMENT

Accurate, informed assessment provides valuable data for the teacher in planning purposeful and considered learning for children. It is an ongoing process through which teachers discover children's capabilities and achievements. It demonstrates the school's ability to effectively oversee, plan and develop its curriculum, both on an individualised and whole-school basis. This policy outlines the purpose and procedures for assessment in our school and the implementation of this policy is the responsibility of teaching staff, and overseen by the Senior Leadership Team (SLT).

We believe that assessment informs learning and planning, which in turn ensures that the learning we provide matches the needs of our pupils. It is imperative the data we use is accurate in order for teachers to identify next steps in learning, with the National Curriculum criteria being used to identify the areas where children need to make progress. Our children are assessed in order to:

- Provide teachers and support staff with knowledge of any gaps that children may have in knowledge or understanding
- Inform future planning
- Identify any children or groups of children who may require further specific intervention
- Identify and support any additional needs
- Provide parents with concise information with regards to where their child is currently at in relation to age-related expectations.
- Support parents in assisting their child with their learning
- Promote continuity and progression between year groups
- Assist in evaluation of the school curriculum and its delivery
- Ensure that there is a consistent approach towards monitoring children's progress and attainment
- Encourage teachers to reflect on their own teaching styles and strategies.
- Provide information to governors and other external auditors.

ASSESSMENT APPROACHES

At Colnbrook C. of E. Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school Formative Assessment

Effective in-school formative assessment enables:

Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.

Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

We conduct our in-school formative assessment by:

- Providing appropriate written next steps feedback linked to the learning question. Children are given time to respond to these in purple pen.
- Verbal feedback from adults which can occur at various stages of the lesson
- Appropriate questioning
- Enable children to self-assess their own learning e.g. through success criteria
- Provide opportunities for children to peer-assess.

In-school Summative Assessment

Effective in-school summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching.

Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.

Parents to stay informed about the achievement, progress and wider outcomes of their child throughout their school journey.

At Colnbrook C. of E. Primary School, we conduct summative assessment by:

- Providing age-related test materials at appropriate times to measure children's progress, and attainment in line with year group expectations provided by Cornerstones.
- Collaborating with our professional partners PiXL to provide an assessment calendar, assessing progress of Years 1 - 6.
- Using question level analyses (QLA) to display any gaps in children's learning, both on an individual and whole-cohort basis.
- STAR reader assessments that track pupils' progress in reading as well as a reading age (KS2 only).
- Using summative data to conduct pupil progress meetings to aid discussion regarding the progress of cohorts, groups of children and individuals. Here, interventions will be planned and monitored.
- Using White Rose Maths end of term and unit assessments in addition to PiXL.
- ITalk used to assess speech, language and communication in Nursery.
- National Baseline assessment for pupils in Reception to measure their progress in primary school.

Nationally Standardised Summative Assessment.

Nationally standardised summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

Teachers to understand national expectations and assess their own performance in the broader national context.

Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

GLD/Early Years Foundation Stage (EYFS) profile at the end of Reception

Phonics screening check in Year 1

National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

MTS (not standardised) in Year 4.

COLLECTING AND USING DATA

Assessment data is recorded by teaching staff on Insight Tracking at the end of every half term for Reading, Writing and Maths. This is also done at the end of every term for all other subjects. This aids the monitoring of progress and highlight pupils who may require additional support. On this system, pupils are recorded as being Below, Just Below, Expected or Above- such information is determined by the class teacher through a combination of both formative and summative assessment.

Assessment data is regularly reviewed by the school Senior Leadership Team in order to aid strategy, facilitate performance management, and consider training needs of school staff. Governors are informed of school data termly and provide support and challenge to aid pupil progress and attainment.

Each half term, pupil progress meetings take place between class teachers and members of the SLT including the SENDCO. These meetings are used to identify and analyse progress and set targets and next steps, primarily in reading, writing and maths for cohorts.

Regular moderation of assessment takes place each term to ensure consistency across the school. Teachers meet in phase groups or in cross-phase groups to analyse children's learning against National Curriculum level descriptors. Moderation with other SEBMAT schools and the Slough Borough form regular opportunities for external moderation. In the summer term, teachers in, Year 2 and Year 6 may be involved in local authority moderation in line with end of Key Stage Assessments.

REPORTING TO PARENTS

Reporting data to parents occurs via the following:

Parent Consultations

- Pupil strengths and areas for development are shared with parents
- Sharing of learning targets or IEP targets
- Home reading, phonics and other tasks set are commented on by parent and teacher.

Annual Reports

- Summary of pupil's progress in relation to national expectations
- Analysis of pupil's strengths and areas for development
- Future targets set for improvement
- At the end of Foundation Stage- pupil's assessment results
- At the end of Key Stage 1 and Key Stage 2- statutory test and teacher assessment results.

INCLUSION

The principles 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.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

TRAINING

All staff are regularly trained in our approach to assessment, as directed by the school assessment lead. Teachers are kept up to date with developments in assessment practice as and when appropriate to do so- these take place through staff development sessions and INSET training days and include:

- Effective and efficient use of the Insight Tracking online system
- Producing succinct data reports to show progress and attainment
- Effective use of QLA (question level analyses) to determine individuals and groups who require further specific support.
- Moderation opportunities within school and across SEBMAT and the local authority to ensure levelling is consistent and accurate.
- Senior leaders remaining abreast of good practice, relaying key information to teaching and support staff.
- Subject leaders monitoring their subject areas and ensuring assessment is informing class practice.

ROLES AND RESPONSIBILITIES

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

MONITORING

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Assistant Headteacher is responsible for ensuring that the policy is followed.

The Headteacher and Assistant Headteacher will monitor the effectiveness of assessment practices across the school, through:

- Regular moderation
- Book scrutinies
- Learning walks
- Pupil progress meetings

LINKS WITH OTHER POLICIES

This assessment policy is linked to:

- Feedback and Marking Policy