



ASSESSMENT POLICY

We aspire to encourage diversity and a love of learning that nurture well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish

Signed	Date	Review Date
D.Carter	March 2022	March 2024
B.Melero	March 2022	March 2024

Trinity CE Primary School

Assessment Policy

1. Aims

At Trinity we aim to raise standards by:

- Linking assessment to improving the quality for all pupils;
- Ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives;
- Producing recordable measures that can demonstrate comparison against expected standards and internal and external targets; *and*
- Ensuring assessment feedback inspires greater effort and a belief that, through hard work and practice, more can be achieved.

2. Statutory National Assessment

At Trinity, pupils will all participate in the Statutory National Assessments including the EYFS profile, Year 1 (and 2) Phonics Screening Check, Year 4 Multiplication Tables Check and the End of Key Stage Assessments for Year 2 and Year 6.

3. Method of Internal Assessment for Reception

Ongoing assessment is an integral part of the learning and development process in Reception. Regular assessment takes the form of observations and photographs to evidence children's progress towards the Early Learning Goals. Four times a year teachers will record children's achievements against the Development Matters age bands to show the stage the child is working within and the progress they have made. At the end of the Reception year, the children are assessed against the 17 EYFS Profile Early Learning Goals, stating whether they are Emerging, Expected (or working at Greater Depth within the Expected standard - non-statutory for internal analysis only). These assessments are submitted as part of the EYFS profile. They are also shared with parents and are used to provide transition information for the Year 1 teachers.

4. Method of Internal Assessment for Years 1-6 (Reading, Writing [including grammar] and Maths)

As in Reception, ongoing assessment is key so that teachers can plan the learning for every pupil to ensure they meet or exceed age-related expectations. Pupils are continually assessed against year group expectations, which cover the Programmes of Study for the 2014 Primary Curriculum. These judgements are supported by a wide range of evidence including book scrutiny, pupil interviews, learning walk, lesson observations and tests .

In addition to this ongoing assessment, pupils in Years 1-5 also complete nationally standardised tests in Maths (PUMA), Reading (PIRA) and Spellings (NFER - Years 3-5 only). In Year 6, children will sit practice SATs papers approximately 5 times per year for Maths, Reading, Spelling, Punctuation and Grammar. Specific summative assessment dates are agreed internally at the beginning of the academic year. Other

tests such as practice Multiplication Tables Check and Phonics Screening practice tests may also be used as directed by phase leaders.

At the end of each term, teachers combine the test data with their observations and formative assessments to form a teacher assessment indicating how well the child is achieving compared to their age-related expectations (working towards the expected standard - WTS, working at the expected standard - EXS, working at greater depth within the expected standard - GDS). These teacher assessments are used to produce a termly data analysis report which helps to identify children and groups who will need extra support in the following term.

5. Method of Internal Assessment for Years 1-6 (Science and Foundation Subjects)

Assessment in Science and the foundation subjects is on-going and gathered through a range of assessment techniques including talking to children in lessons, whole-class feedback sheets, observations, books, quizzes and other assessment opportunities that are planned for.

At the end of each term, teachers make a summative teacher assessment judgement indicating how well the child is achieving compared to their age-related expectations (working towards the expected standard - WTS, working at the expected standard - EXS, working at greater depth within the expected standard - GDS). These judgements are informed by the on-going assessment techniques stated above.

In addition, we have created a set of “Progression of Knowledge” and “Progression of Skills” documents which provide a key tool for teachers to make summative judgements in these subjects. They provide teachers with key criteria that children should be meeting at the end of each unit of work/school year in order to assess on a termly basis whether children are working within age-related expectations.

As with English and Maths, these teacher assessments are used by subject leaders to identify children and groups who will need extra support in the following term.

6. Robust Data through a Cycle of Moderation

Moderation and standardisation is a key feature of successful assessment. At Trinity this is done throughout the year and at every assessment point, between classes, across the school and with other schools to ensure reliable, fair and accurate data. For Maths and English we also use our test scores which are nationally standardised to help triangulate our teacher assessments. Assessment judgements are moderated by colleagues in school and by colleagues outside of school regularly to make sure our assessments are *fair, reliable and valid*. Specific time for moderation and book scrutinies where evidence to support teacher judgements will be analysed is timetabled into our staff CPD schedule.

7. Monitoring and Review

We are aware of the need to review the Assessment Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.