

Dorchester Primary School



Assessment Policy

Date Issued: September 2023
Review Date: September 2025

Introduction

This policy outlines the purpose, nature and management of assessment at Dorchester Primary School. Assessment complements and assists learning and teaching; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Dorchester Primary School and enables teachers to deliver an education that best suits the needs of their pupils.

Aims and Objectives

The main purpose of this policy is to develop and outline the effective, efficient, consistent methods through which a child's progress is monitored at Dorchester Primary School and used to inform decisions about future curriculum developments for that child. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports, based on records, will give accurate and meaningful information. The policy will also ensure that statutory requirements are fulfilled.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Head Teacher. This responsibility has been delegated to the Deputy Head Teacher, who is the assessment leader. Class teachers are responsible for the assessment of children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Principles

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.

1. *Assessment is at the heart of teaching and learning.*

- a. Assessment is formative, providing the evidence to guide and develop teaching and learning across the whole curriculum.
- b. Assessment provides the opportunity for students to demonstrate and review their progress, supporting them to identify their next steps.
- c. Assessment is diagnostic providing more detailed information about individual children's strengths and weaknesses
- d. Assessment is evaluative allowing the school and individual teachers to evaluate how effective their teaching is

2. *Assessment is fair.*

- a. Assessment is inclusive of all abilities and helps to identify and meet the individual needs of all children.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. *Assessment is ambitious.*

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.

4. *Assessment is appropriate.*

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence, both summative and formative, to provide a complete picture of student achievement.

d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

5. Assessment is consistent.

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. Results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning;
- d. school leaders in planning and allocating resources;
- e. government and agents of government.

7. Assessment feedback should develop self esteem, inspire greater effort and a belief that, through hard work and practice, more can be achieved. For further information see Marking and Feedback policy.

Assessment Approaches

At Dorchester 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.

Day-to-Day 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

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify misconceptions and gaps. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if pupils are working at greater depth. Teachers are then able to provide appropriate support or challenge as necessary. The methods of formative assessment we use include; the use of pertinent questioning, carefully orchestrated dialogue and discussion, marking and feedback of pupils work (see marking and feedback policy) and observational assessment against selected criteria and objectives. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons and intervention accordingly. For pupils, formative assessment helps them to measure their own knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

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 across a period

In-school summative assessments include:

- Mid-year teacher assessments in Reading, Writing and Maths
- End of year teacher assessments and tests in Reading; Grammar, Punctuation and Spelling; and Maths
- End of unit assessment opportunities (test, quiz, presentation, observed task) in all subjects

In school summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents/carers at consultations and enables them to continue to support their child's learning over time. In writing teachers plan a hot write for the end of each unit which demonstrate improvement over time and also inform the planning of future units of work. In Reading, teachers use guided reading sessions to record progress and achievements over time across the content domains. This information, alongside regular fluency benchmarking and phonics assessments, is used to inform and track over time the books children read independently and the level of text used in their class or group reading sessions. In Maths children complete regular arithmetic and Problems Solving and Reasoning tests. These demonstrate progress across the year, accurately match the learning which takes place in each block and provide useful information for improving future learning. End of topic assessment opportunities linked to specific learning objectives, revisits of prior learning and vocabulary are built into all our curriculum medium term plans. The progress of children with SEND is reviewed, utilizing the Bsquared Connecting Steps platform where needed and summative assessment opportunities are adapted as necessary. Children who have not made expected progress, or whom have fallen behind, are targeted for interventions or catch up work. All assessment outcomes are used to evaluate current practice and to inform future planning.

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
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Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception – teacher assessment of the Early Learning Goals with results reported to the Local Authority and to parents.
- Phonics screening check in Year 1 - this test is administered in the summer term and results are reported to the Local Authority and to parents.
- Multiplication Check – this is an online multiplication tables check for children in Year four which tests recall of times tables up to 12.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) in Reading, Grammar, Punctuation and Spelling, Writing, Maths and Science.

Collecting and Using Data

Assessment data is recorded and collected electronically when appropriate and necessary so as not to unnecessarily add to teachers' workload. This includes:

- EYFS baseline
- Mid-year EYFS teacher assessments in 7 areas of learning
- Mid-year core subject teacher assessments Y1-6
- End of year core teacher assessments and tests Y1-6
- End of EYFS – EYFSP results
- End of Y1 – Y1 Phonics screening results
- End of Y2 – KS1 SATs Reading, Writing, Maths and Science results and Phonics Screening re-sit results
- End of Year 4 Multiplication check results
- End of Y6 – KS2 SATs Reading, Writing, Maths and Science results

This data is analysed by senior leaders and subject leaders and used to inform whole school improvement plans, set ambitious targets, plan professional development and training opportunities, and identify further areas for development.

Additionally teachers record and use assessment information for their class throughout the year to evaluate curriculum provision, measure progress, identify gaps, misconceptions and next steps and inform future lessons.

Termly progress meetings are held to moderate assessments, communicate data analysis and findings and to plan next steps. These meetings ensure that assessments are maintained consistently, teachers are given advice and support in maintaining them, assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment.

Data will be communicated to:

- a. pupils in order for them to continue to develop their learning;
- b. parents to provide a snapshot of achievement in order that they can support children with their learning;
- c. teachers to inform planning teaching and learning;
- d. school leaders to support with planning and allocating resources;
- e. government and agents of government.

Reporting to Parents/Carers

Parent-teacher consultations take place twice a year in the Autumn and Spring terms. During these meetings teachers share the pupil's current achievement in relation to age related attainment in relation to national expectations, next step targets and progress made to date. In the summer term parents receive a written annual report detailing key achievements in all subjects, strengths and areas for development. This report also comments on general progress, participation in school activities and attendance. Arrangements for discussing the report with the pupil's teacher are detailed as well as the results of any Nationally Standardised Assessments.

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

To support staff, we:

- Provide training in assessment processes and appropriate software e.g. Bsquared Connecting Steps and Sonar
- Provide relevant documentation
- Give feedback to individuals or groups through monitoring activities
- Provide opportunities for staff to identify their own training needs through the professional development process
- Provide opportunities for staff to engage in collaborative development and research opportunities with their colleagues

Roles and responsibilities

Head teacher:

The head teacher 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 the Trust 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 every two years by the Deputy Head teacher/Assessment lead. At every review, the policy will be shared with staff.

All teaching staff are expected to read and follow this policy. The Deputy Head and Assessment lead is responsible for ensuring that the policy is followed.

The Deputy Head teacher/Assessment lead will monitor the effectiveness and consistency of assessment practices across the school, through:

- Lesson visits
- Work scrutinies

- Joint planning meetings and phase meetings
- Pupil progress meetings
- Moderation meetings – LA, Trust and in-school

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Marking and Feedback Policy

Reviewer: Deputy Headteacher

Annex 1. Assessment Judgements to be used

EYFS Curriculum

FS1	0-3	3-4		
FS2	0-3	3-4	Reception ready	
End of Reception	Early learning Goal not met		Early Learning Goal met	
National Curriculum				
Year 1	Well Below (equivalent of 0-3 EYFS)	Working towards	Expected	Greater Depth
Year 2	Well Below (not accessing national curriculum)	Working towards	Expected	Greater Depth
End of Year 2	Pre- Key Stage (not accessing national curriculum)	Working towards	Expected	Greater Depth
Year 3	Well Below (Y1 or below)	Working towards	Expected	Greater Depth
Year 4	Well Below (Y2 or below)	Working towards	Expected	Greater Depth
Year 5	Well Below (Y2 or below)	Working towards	Expected	Greater Depth
Year 6	Well Below (Y2 or below)	Working towards	Expected	Greater Depth
End of Year 6	Pre-Key Stage (Y2 or below)	Working towards	Expected	Greater Depth

In EYFS, children are expected to be working within **3-4 years in FS1** and **Reception Ready in FS2**. At the end of EYFS children are judged to have **met** or **not met the Early Learning Goal** for each area.

In KS1, children are expected to be working in the **KS1 National Curriculum**. If they are working outside of the National Curriculum (Well below) their stage of learning will be identified using the EYFS framework. At the end of KS1 children who are working outside the national curriculum are assessed using the **Pre-Key Stage 1 standards** or, if they are not accessing subject specific study, the **Engagement Model**.

In KS2, children are expected to be working in the **KS2 National Curriculum**. If they are working outside of the KS2 National Curriculum (Well below) their stage of learning will be identified using the KS1 National Curriculum, BSquared Primary Steps or the EYFS framework. At the end of KS2 children who are working outside of the KS2 National Curriculum are assessed using **the Pre-Key Stage 2 standards** or the **Engagement Model** for children with complex, profound, multiple difficulties who are not accessing a subject specific curriculum.