

Assessment Policy



Review Frequency: Annually
Approval By: Standards Committee of Governing Body

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Lead Personnel: Carey Ward
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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- *To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- *To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- *To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- *To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- *To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

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Introduction

At Dane Royd Junior and Infant School, we endeavour to support children to achieve to the best of their abilities and reach their full potential. We believe that assessment is integral to being able to extend and challenge children in their learning.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and understand areas for development, whether as an individual, group, class or whole school level.

Aims of Assessment

The aim of assessment at Dane Royd is to:

- Identify pupils at risk of falling behind and provide them with the right support to 'keep up not catch up'.
- Inform teachers and pupils of the next steps in learning.
- Improve pupil outcomes.

Purpose of Assessment

The purpose of assessment at Dane Royd is to:

- Evaluate the impact on learning of our intended and implemented curriculum.
- Enable effective transition between Key Stages.
- Ensure the frequency and method of data collection does not have a negative impact on teacher workload.

Forms of Assessment

Formative

What: observations, quizzes, class discussions, self and peer assessment.

When: regularly throughout the academic year, embedded in everyday lessons.

Why: to provide ongoing feedback that can be used to improve teaching and learning.

Whilst it is not possible to prescribe 'when and where' this type of assessment takes place, it is possible to monitor its success. This is done in a variety of ways, planned throughout the academic year, for example through lesson observations, learning walks and book scrutiny's all of which are fed back to SLT and Governor's via HT Reports and Subject Action Plan's.

Summative

What: end-of-unit tests, national assessments e.g. Year 1 Phonics Screening and SAT's at the end of Key Stage 2.

When: at the end of each term / year or as appropriate.

Why: to evaluate pupil learning at the end of an instructional unit by comparing it against a standard or benchmark.

Currently, there are 5 statutory assessments in an academic year (RBA, EYFSP, PSC, MTC, and KS2). The timetable for these is published on the school website alongside information for parents - <https://www.daneroyd.com/assessment>.

Class teachers each have an Online Markbook. These are pre-populated with cohort specific information and an overview of all planned internal assessments (see example below). It is expected that teaching staff complete these within the agreed timeframes.

Time Frame		EYFSP - Cerys Ward		K31 - Beth McNally		UK32 - Beth Hemmingsway		UK32 - Jamie Leigh Louden	
Term	Half Term	Nursery	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spr	1	Internal Baseline (Cohort A, Intake 1)							
	2	Spring Teacher Judgements (Cohort A, Intake 1)							
Sum	1	Internal Baseline (Cohort A, Intake 2)							
	2	Summer Teacher Judgements (Cohort A, Intake 1 & 2)							
Aut	1	Internal Baseline (Cohort A, Intake 3)	Internal Baseline (including R/WI), R/WI End of Aut 1, Writing - 1 x team moderation	Reading - R/WI End of Aut 1, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit)	(Those not on track) Reading - R/WI End of Aut 1, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit) + Optional Baseline SAT's (Random) Reading, SPAG & Maths papers	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) & TT Rockstars	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit), TT Rockstars & Simulated Multiplication Check	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit)	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Practice SAT's (Random) Reading, SPAG & Maths papers
	2	Autumn Teacher Judgements (Cohort A, Intake 1, 2 & 3)	R/WI End of Aut 2, Writing - 1 x team moderation and Autumn Teacher Judgements	Reading - R/WI End of Aut 2 and practice phonics screening, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER x 2, SPAG - TBC, Maths x 2 - White Rose (end of term) and Autumn Teacher Judgements	(Those not on track) Reading - R/WI End of Aut 2, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit) + Optional Autumn SAT's (Random) Reading, SPAG & Maths papers + Autumn Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) & TT Rockstars + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Autumn Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Autumn Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Autumn Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Practice SAT's (Random) Reading, SPAG & Maths papers + Autumn Teacher Judgements
Spr	1	Internal Baseline (Cohort B, Intake 1)	R/WI End of Spr 1, Writing - 1 x team moderation	Reading - R/WI End of Spr 1, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit)	(Those not on track) Reading - R/WI End of Spr 1, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit)	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) & TT Rockstars	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit), TT Rockstars & Simulated Multiplication Check	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit)	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Practice SAT's (Random) Reading, SPAG & Maths papers
	2	Spring Teacher Judgements (Cohort A, Intake 1, 2 & 3 - Cohort B, Intake 1)	R/WI End of Spr 2, Writing - 1 x team moderation, Spring Teacher Judgements	Reading - R/WI End of Spr 2 and practice phonics screening, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER x 2, SPAG - TBC, Maths x 2 - White Rose (end of term) and Spring Teacher Judgements	(Those not on track) Reading - R/WI End of Spr 2, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit) + Optional Spring SAT's (Random) Reading, SPAG & Maths papers + Spring Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) & TT Rockstars + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Spring Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Spring Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Spring Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Practice SAT's (Random) Reading, SPAG & Maths papers + Spring Teacher Judgements
Sum	1	Internal Baseline (Cohort B, Intake 2)	R/WI End Sum 1, Writing - 1 x team moderation	Reading - R/WI End of Sum 1 and practice phonics screening, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit)	(Those not on track) Reading - R/WI End of Sum 1, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit) + Optional Actual SAT's: Reading, SPAG & Maths papers	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) & TT Rockstars	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit), TT Rockstars & Simulated Multiplication Check	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit)	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Actual SAT's (Random) Reading, SPAG & Maths
	2	R/WI End Sum 2, Summer Teacher Judgements (Cohort A, Intake 1, 2 and 3 - Cohort B 1 & 2)	R/WI End Sum 2, Writing - 1 x team moderation, Summer Teacher Judgements	Reading - R/WI End of Sum 2 and actual phonics screening, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER x 2, SPAG - TBC, Maths x 2 - White Rose (end of term) and Summer Teacher Judgements	(Those not on track) Reading - R/WI End of Sum 2, Writing - 1 x team moderation, SPAG - Weekly spelling tests, Maths - White Rose (end of unit) + Summer Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) & TT Rockstars + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Summer Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Summer Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Internal Assessment Week: Reading - NFER, SPAG - NFER, Maths x 2 - White Rose (end of term) and Summer Teacher Judgements	Writing - 1 x team moderation, SPAG - Weekly spelling tests and end of block SPAG, Maths - White Rose (end of unit) + Actual SAT's (Random) Reading, SPAG & Maths + Summer Teacher Judgements

They also have a corresponding Pupil Progress Grid. This has been automated by the Assessment Lead, alongside Andrew Emms (Data Manager for Wakefield Council).

Roles and Responsibilities

- Support staff will assist children with their learning as directed by class teachers and provide regular and timely feedback.
- Class teachers will use various forms of assessment to inform future planning, teaching strategies and learning outcomes, including completing their Online Markbook and Pupil Progress Grid.
- Subject Leads will communicate and oversee appropriate forms of assessment for their subject.
- Assessment Lead will oversee the implementation of this policy, plan and hold termly Pupil Progress meetings and lead on data analysis, including at Standards. They will also attend all Local Authority assessment courses and act upon / disseminate key national and local messages.
- Senior Leadership Team will hold staff to account for individual pupil attainment and progress.
- Governing Body will monitor whole school attainment and progress.

Inclusion and Accessibility

Assessments will be designed to cater for the diverse needs of our pupils, including those with Special Educational Needs and Disabilities (SEND). Adjustments to assessments will be made as necessary to ensure all pupils can demonstrate their knowledge and skills effectively.

Equal Opportunities

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race/ethnicity, level of SEND or spoken first language. However, we do analyse the progress of different individuals and groups against national data in order to ensure that we meet all needs. Comparing subsets of data also allows us to evaluate the impact of any additional funding that we receive e.g. children in receipt of Pupil Premium funding.

Differentiation

Effective assessment enables teachers to plan differentiated tasks to ensure the correct level of challenge for each child. By offering differentiated tasks we respond to the various needs and abilities of our children. We remember that each child is an individual, regardless of gender, class, race/ethnicity, level of SEND or spoken first language, we strive to present every opportunity for our children to be assessed in a positive way, whatever their ability.

Review and Evaluation

This policy will be reviewed annually, or sooner if there are significant changes to the Early Years Foundation Stage, National Curriculum Programmes of Study or Ofsted Inspection Framework. Regular evaluations will be conducted to ensure that our assessment procedures support pupil outcomes and teacher workload.