



Bristol Drive
Lincoln
LN6 7UE

Assessment Policy

February 2023

This policy aims to give all members of the school community clear guidance with regard to the assessment of children at Sir Francis Hill Primary School and how this feeds into planning next steps for the children.

Policy Owner	Assessment Lead
Governing Body Committee	Development
Date Approved by Governors	
Next Review Date	February 2025

Rationale

The purpose of this assessment policy is to support school improvement and the raising of standards of achievement and attainment for all pupils at Sir Francis Hill Primary School.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning
- Provide clear guidelines for the implementation of the policy
- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment

All assessment should:

- Enable individual pupils to make progress in their learning
- Relate to shared learning objectives
- Be underpinned by confidence that every child can improve
- Help all pupils to demonstrate what they know, understand and are able to do
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Enable teachers to plan more effectively
- Provide us with information to evaluate our work and set appropriate targets at whole-school, class and individual pupil levels
- Enable parents to be involved in their child's progress

Roles & Responsibilities

Teachers and Teaching Assistants

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments (see Appendix 2) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported on Insight, to be accessed by all those who require the information that is held their on individuals or groups ie the assessment lead, subject leads, MLT and SLT. These outcomes will be shared with parents on pupil's written reports. Teachers should be aware of children in their class who are not progressing and take steps to support them.

The Assessment Lead, with the support of Team Leaders, is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups
- Summative assessment tasks are carried out and that the resultant data is entered
- All staff are familiar with the current Assessment policy and practice
- All staff are familiar with 'Insight' and understand our definitions of 'working towards,' 'working at expected' and 'working at greater depth' see Appendix 1
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups

SLT, MLT and the Assessment Lead responsible for:

- Holding teachers to account for the progress of individual pupils towards their end-of-year targets at mid-year and end-of-year pupil progress meetings
- Monitoring standards in core and foundation subjects
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Subject leaders are responsible for:

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinators where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum

Monitoring, Moderation and Evaluation

SLT and Assessment Lead will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS and KS1 assessments are moderated by the LA, moderation between classes and with other schools will also take place. Year 6 writing assessment will be moderated as required on a cycle set by the LA and external LA support is available for those teachers new to year group Year 2 and 6 . New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Appendix 1 Assessment Policy

'Insight' and Mastery

Working towards – shallow learning

- On the surface, the curriculum is being dipped into
- Knowledge, understanding and skills are developing and are unlikely to be remembered at this stage
- Confidence is growing
- Reinforcement may be required from another person or through a variety of related activities

Working at expected – achieved

- Curriculum content has been covered and the depth of knowledge, understanding and skills is developed
- Confidence is secure
- Similar tasks can be completed successfully and independently

Working at Greater depth – deeper learning

- Curriculum content has been explored in a variety of contexts so that the full depth and breadth has been mastered and connections can be made
- Knowledge, understanding and skills are embedded and can be transferred to a different subject or to another person with absolute independence
- Skill sets and knowledge banks are tapped into purposefully to match a variety of tasks over time

Appendix 2 Assessment Policy

Formative Assessment/Assessment for Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfill learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy and Purpose

Summative Assessment

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

EYFS: A 'formal' baseline assessment is carried out at the start of the year

In Year 1 children are expected to complete the phonics screening check at the end of the school year.

End-of-Key Stage 1 Teacher Assessment:

At Key Stage One three standards are defined for reading, writing and mathematics based on 'pupil can' statements.

Key Stage Two Assessment: Three standards are defined for maths, reading and GPaS writing as well as writing which is reported only as teacher assessment. To provide information to parents and next phases of education. Pupils will be either: Working towards the expected standard, working at the expected standard or working at greater depth within the expected standard.

There is also a Year 4 multiplication check (MTC)

Within other year groups NFER assessments may be used in English (Reading and GPaS), White Rose end of unit assessments, TTRS and Star Reader.