
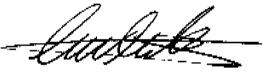


SVPS Assessment Policy 2022-2023



Governor Committee Responsible:	C & S	Staff Lead	Mr. G. Mills
Status	Non - Statutory	Review Cycle	Annual
Last Review	October 2022	Next Review Date	October 2023

Designation	Name	Date Published (To be ratified at C&S Gov)	Signature
Chair of C S	Mrs S. Hulbert	20.10.22	
Head Teacher	Mr. G. Mills	20.10.22	

1. Introduction

At Swindon Village, we believe that effective assessment underpins high quality teaching and learning. We give children regular feedback on their learning so that they understand what it is that they have achieved and what they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2. Aims and objectives

The aims and objectives of assessment in Swindon Village Primary School are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.
- Assessment of learning is more associated with judgements based on grades and ranks and with public accountability.

Statutory Assessment

The government continues to measure and compare the outcomes of children nationally; in their Reception Year, Year One, Year Two, Year Four and Year Six. The following statutory, formal assessment takes place at Swindon Village:

- At the end of their Reception year children are assessed against the Early Years Foundation Stage Profile. The aim is that children will achieve age related expectations or the 'Early Learning Goals' (ELGs). To achieve the ELGs children need to be working at the 'expected' standard across the prime areas of learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) as well as within the specific areas of Literacy and Mathematics.
- In Y1 the children sit a phonics check and they must be able to read a certain number of words (both real words and pseudo words) to pass the check.
- In Y2 children are assessed against the KS1 Assessment Frameworks for Reading, Writing, Maths and Science. Their attainment will be described as 'working towards the expected standard', 'working at the

expected standard' and 'working at greater depth within the expected standard'. Assessment consists of teacher assessment, where the class teacher will make judgements based on their knowledge of individual children against the criteria within the assessment frameworks, as well as the children's outcomes from standardised attainment tests or SATs. SATs will take place in May in the summer term and should be attempted by all Year 2 children.

- In Y4 all children sit the Multiplication Tables Check.
- In Year 6 children are assessed against the Assessment Frameworks for Writing and Science. For Writing, children's attainment will be described as 'working towards the expected standard', 'working at the expected standard' and 'working at greater depth within the expected standard'. For Science, children will be assessed 'at the expected standard' or 'has not met the expected standard'. Children are also required to sit their SATs in May in Reading, Spelling, Punctuation and Grammar and Maths. These tests are externally marked and returned in July. Pupils who have not yet completed the English reading, writing and mathematics programmes of study should be assessed using the pre-key stage standards.

Outcomes from statutory assessment are used by the Government to compare the attainment of our children against children in all schools nationally:

- End of EYFS
 - (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1
 - (% of pupils achieving the required mark in the screening check)
- End of KS1
 - (% of pupils achieving the expected standard and above in reading, writing, maths and in science)
- End of KS2
 - (% of pupils achieving a scaled score of 100 or the expected standard in reading, GPS and maths and the % of pupils working at or above the expected standard in writing and at the expected standard in science)
 - (% of pupils making good progress in reading, writing and maths)

*It is important to note that in summer 2020 (for the academic year 2019-2020) there were no statutory assessments undertaken by children in any of the mentioned year groups. This is due to the global COVID-19 pandemic. These cohorts will not have complete assessment records or statutory baselines from which to measure future progress.

*For the academic year 2020-2021, there is a duty for the Y2 cohort to sit the phonic screen in the autumn term. It is likely that all other statutory assessments will be undertaken in the summer term. Whilst we continue to meet our statutory assessment requirements, we are also committed to our good assessment practice in school.

Good assessment practice at Swindon Village will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

What does good assessment practice look like?**Early Years Foundation Stage - Reception Classes**

In Class 1 and Class 2, the children are assessed within the EYFS curriculum. Observations are made by the teachers on entry to Reception – we use the statutory baseline and also use our own baseline. Again, staff regularly observe and update the children's progress, using this information to plan suitably challenging and stimulating activities and where further intervention is required to help the children progress further and narrow the gaps between groups of learners. At the end of the child's Early Years journey we complete their Early Years Foundation Stage Profile using Teacher Judgements, observations made, work produced in books and any additional work or information contained in the child's learning journal (Tapestry) this includes parental contributions and comments. Again, we record the child's level of attainment compared to their starting point and judge how much progress they have made.

Key Stage 1 and 2

Children in key Stage 1 and 2 follow the National Curriculum. They are regularly assessed on the skills and knowledge they acquire through good quality teaching and learning. Staff use this on-going assessment information to plan suitable activities to ensure children make further progress and consolidate their skills and understanding.

At Swindon Village we provide a very tailored curriculum to groups and individuals to ensure the children are provided with suitably challenging tasks appropriate to their stage of learning. The teacher uses on-going formative assessment to judge if the children's skills are secure or not and they can then plan accordingly to ensure learning is secure or move the children on to their next steps.

At the end of each term the teacher will complete school summative assessments for each child. This incorporates the teacher's judgement about the child's current working stage of the National Curriculum and tests in Reading, Maths and GPS to confirm assessment judgements. Children's progress is carefully tracked through our Tracking System; any children who are underperforming are discussed and a suitable programme of intervention is put in place.

It is expected that the majority of children will be working within their current Year group curriculum so a child in Y2, for example, will be following the Y2 learning objectives. We know for some children this may not be the case as the child may have some particular need (SEND) or other barrier which slows their progress.

Special Educational Needs

The Inclusion Lead will liaise with all concerned to ensure assessment information on individual children with special educational needs is used to support teaching and learning. Children on the SEND register, have their own My Plan or EHCP.

Children with SEND will be given allowances during testing. This will be based on their individual needs. This may consist of a scribe, extra time or a reader. Evidence for this must be collected.

Equal Opportunities

The assessment policy and guidelines encourage the practice of inclusion for all.

Guidelines

At Swindon Village Primary School we recognise the importance of assessment and how it can be used to develop children's learning.

There are three main forms of assessment:

- in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;
- in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period;
- nationally standardised summative assessment, which is used by the Government to hold schools to account.

In-school formative assessment

This is used on a daily basis and could be:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Annotation of our 'Learning Journeys' and use of these to inform future planning
- Annotation of intervention records and SEND support plans

In-school summative assessment

- Children to be offered the 'test' according to the curriculum being followed
- Reviews for pupils with SEND and disabilities
- Use of Standardised testing materials

Nationally standardised summative assessment

- National Curriculum tests at the end of Key Stage 2 for Y6 pupils
- Teacher assessment including assessment of writing and Science at KS2 (Y6)
- Y4 Multiplication Tables Check
- National Curriculum teacher assessments at the end of Key Stage 1 (Y2)
- National curriculum tests at KS1 for Y2 pupils (to be complete by the end of May)
- Y1 Phonics Check in the summer term
- Early Years Foundation Stage Profile for YR in the Autumn and Summer term

Foundation Subjects

For each unit of work covered in History, Geography, Science, R.E children will be provided with a 'Knowledge Organiser'. These focuses on the key knowledge, skills and vocabulary a child is expected to have acquired following the unit of work.

Foundation subjects are assessed against the programmes of study set out within our Curriculum Overviews – these are matched to the National Curriculum. Using short quizzes, questions and answers and their knowledge of how a child performs in class, teachers will indicate which programmes of study have been achieved. They will complete a tracking sheet to indicate which children are working at – this is based on the language of 'Concern or No Concern'. These tracking sheets are passed to the next teacher to ensure gaps can be identified and learning can be built upon. They also provide a mechanism for subject leaders to effectively monitor performance within their subject area.

Teachers will also maintain a coverage checklist for their class, in each subject, which supports curriculum leaders in the long-term planning of their subject.

Moderation

- Teachers share a common understanding of assessment, feedback and target setting.
- A staff meeting is designated term to the moderation of children's work in writing.
- Children's work is also moderated by the senior management team and subject leaders regularly.
- Subject leaders monitor their own curriculum areas for curriculum coverage, breadth and progression

Recording and reporting

- Teachers use assessment information from previous teachers to inform future planning.
- Annual reports inform parents about children's progress. Each area of the curriculum is reported on and targets for future development are included.
- In Reception the end of year reporting is through an annual report informing parents about their child's progress in each of the EYFS areas of learning.
- Parents' meetings are held in the autumn and spring terms and are offered in July following the publication of annual reports.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve their full potential.
- When children move schools, information is sent through the CTF (common transfer file)