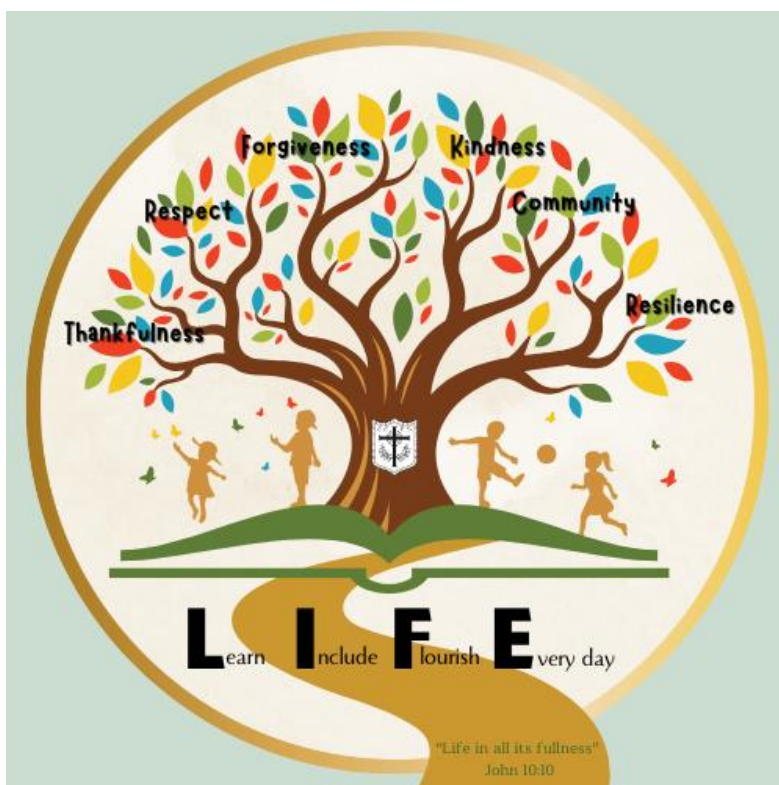


# Cotgrave Church of England Primary School



## ASSESSMENT POLICY

Reviewed	Spring 2009	Autumn 2013	Autumn 2019	
	Spring 2010	Autumn 2014	Autumn 2020	
	Spring 2011	Spring 2016	Autumn 2021	
	Autumn 2011	Autumn 2017	Spring 2023	
	Autumn 2012	Autumn 2018	Summer 2025	



# Cotgrave Church of England Primary School

## Assessment Policy

### Introduction

At Cotgrave Church of England Primary School we believe that Assessment should be positive, encouraging and helping to raise the achievements of the children in accordance with the school's ethos and values: ensuring that our children seize every opportunity, striving to be all that they can be within an overall culture of ambition. The planning of the curriculum and its delivery, along with the school Marking Policy and the Foundation Stage Policy, form part of the Assessment Policy.

### Aims of Assessment

- To improve learning and teaching – suggesting how pupils and teachers can improve;
- To diagnose – identifying strengths, weaknesses, difficulties, needs and next steps;
- To show extent – demonstrating how learning objectives become actual learning outcomes;
- To chart progress – evidencing progression in learning and added value;
- To give evidence – providing evidence of achievement;
- To motivate – motivating pupils and teachers;
- To report – reporting on what pupils can do and what they achieve;
- To compare – highlighting individual and collective performance alongside others in the group, cohort, class, school, similar schools, nationally;
- To be accountable – reporting on standards of teaching and learning to interested parties;
- To demonstrate success – beginning to qualify and prepare for life beyond school.

### Planning for Assessment.

Assessment for each child is made against known and understood criteria: the Success Criteria for each particular lesson and the building blocks to achieve the National Standard for that particular year group. Individual teachers set Learning Objectives for each lesson for all curriculum areas and identify Success Criteria for, as a minimum, English and Mathematics, for the pupils in their class to assess their learning against. These Learning Objectives and Success Criteria are drawn from the content of the National Curriculum and are in line with the national expectations for that subject.

### Measuring Attainment and Progress.

Within each year group, from Year 1 to Year 6, pupils are measured against statements that constitute the 'National Standard' for Reading, Writing and Mathematics. Formative assessments against these statements collectively demonstrate both 'attainment' and 'progress' towards the National Standard (or Mastery Standard) for a particular subject within a particular year group. At any point in the year achieving against these statements identifies a child's attainment as follows:

Working <u>Below</u> the National Standard			Working <u>Towards</u> the National Standard			Working <u>At</u> the National Standard Expected			Working <u>Above</u> the National Standard Greater Depth		
B-	B	B+	WTS-	WTS	WTS+	EXP-	EXP	EXP+	GDS-	GDS	GDS+
Between 0 and 25% of National Standard Statements			26%-50% of National Standard Statements	51%-75% of National Standard Statements	76%-99% of National Standard Statements	Working at the national standard but not 100% secure	Working at the national standard and 100% secure	Working at the national standard and starting to grasp GDS concepts.	Approx 25%-50% of GDS statements	50%-99% GDS statement	100% GDS statements

'Good progress' is demonstrated when, within a particular year, a child makes three 'jumps' of progress eg from 'WTS-' to 'EXP-'.

A baseline position is determined at the start of the academic year for all pupils. In Year 1 this is an initial assessment against the National Standard statements. In Years 2 to 6 this assessment is based on the final assessment of the previous year and initial teacher assessment at the start of the new academic year.

For Religious Education, Science and the 'Foundation Subjects' of the National Curriculum, formative assessment will be carried out throughout the academic year using age-standardised 'Key Assessment Criteria' as the guide. Plickers will be used at the end of each unit of learning to gather pupil data and help teachers to analyse gaps in

knowledge. At the end of the year, summative assessment will be made against the Key Assessment Criteria for each subject and the child's attainment in that subject or subject area will be assessed as working 'Below', 'At' or 'Above' the National Standard.

### Assessment Strategies.

Ongoing assessment is always rooted in day-to-day 'formative' assessment (Assessment for Learning). This formative assessment builds up through each term to form the evidence for 'summative' assessment (Assessment of Learning). Formal tests, assessed pieces of writing and other evidence is used to qualify these judgements.

### Assessment Timetable.

	Autumn Term	Spring Term	Summer Term
FS	<ul style="list-style-type: none"> <li>• <b>EYFS Profile</b> (see separate policy)</li> <li>• <b>Reception Baseline Assessment (RBL)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>EYFS Profile</b> (see separate policy)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EYFS Profile</b> (see separate policy)</li> </ul>
Yr 1-6	<ul style="list-style-type: none"> <li>• <b>English:</b> <ul style="list-style-type: none"> <li>○ Baseline assessment for Year 1 against National Expectation in Reading and Writing.</li> <li>○ Baseline assessments for Years 2-6 agreed between class teachers against National Expectation in Reading and Writing.</li> <li>○ Ongoing formative assessment against National Expectation in Reading and Writing.</li> <li>○ Summative assessment (x1) against National Standards in Reading and Writing.</li> <li>○ NFER Reading</li> <li>○ NFER Grammar and Punctuation.</li> <li>○ NFER Spelling</li> </ul> </li> <li>• <b>Mathematics:</b> <ul style="list-style-type: none"> <li>○ Baseline assessment for Year 1 against National Expectation in Mathematics (from EYFS data).</li> <li>○ Baseline assessments for Years 2-6 agreed between class teachers against National Expectation in Mathematics (from Yr 1-5 data).</li> <li>○ Ongoing formative assessment using National Expectation in Mathematics.</li> <li>○ Summative assessment (x1) against National Standards in Mathematics.</li> <li>○ NFER- Arithmetic/Reasoning</li> </ul> </li> <li>• <b>Science:</b> <ul style="list-style-type: none"> <li>○ Formative assessment using Key Assessment Criteria for Years 1-6.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>• <b>Religious Education:</b> <ul style="list-style-type: none"> <li>○ Formative assessment using Assessment Criteria for Years 1-6.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>• <b>Foundation Subjects:</b> <ul style="list-style-type: none"> <li>○ Formative assessment using Key Assessment Criteria for Years 1-6.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>• <b>Support map targeting and review for children on SEND register.</b></li> <li>• <b>B-squared assessment for SEND children.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>English:</b> <ul style="list-style-type: none"> <li>○ Ongoing formative assessment against National Expectation in Reading and Writing.</li> <li>○ Summative assessment (x1) against National Standards in Reading and Writing.</li> <li>○ NFER Reading</li> <li>○ NFER Spelling</li> <li>○ NFER Grammar and Punctuation</li> </ul> </li> <li>○ <b>Mathematics:</b> <ul style="list-style-type: none"> <li>○ Ongoing formative assessment using National Expectation in Mathematics.</li> <li>○ Summative assessment (x1) against National Standards in Reading and Writing.</li> <li>○ NFER- Arithmetic/Reasoning</li> </ul> </li> <li>○ <b>Science:</b> <ul style="list-style-type: none"> <li>○ Formative assessment using Key Assessment Criteria for Years 1-6.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>○ <b>Religious Education:</b> <ul style="list-style-type: none"> <li>○ Formative assessment using RE Assessment Criteria for Years 1-6.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>○ <b>Foundation Subjects:</b> <ul style="list-style-type: none"> <li>○ Formative assessment using Key Assessment Criteria for Years 1-6.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>○ <b>IEP targeting and review for children on SEND register.</b></li> <li>○ <b>B-squared assessment for SEND children.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>English:</b> <ul style="list-style-type: none"> <li>○ Ongoing formative assessment against National Expectation in Reading and Writing.</li> <li>○ Summative assessment (x1) against National Standards in Reading and Writing.</li> <li>○ NFER Reading 1-5</li> <li>○ NFER Spelling 1-5</li> <li>○ NFER Grammar and Punctuation 1-5</li> <li>○ Phonics Screening Check for Year 1.</li> <li>○ Key Stage 1 SATs for Year 2.</li> <li>○ Key Stage 2 SATs for Year 6.</li> </ul> </li> <li>• <b>Mathematics:</b> <ul style="list-style-type: none"> <li>○ Ongoing formative assessment using National Expectation in Mathematics.</li> <li>○ Summative assessment (x1) against National Standards in Mathematics.</li> <li>○ Key Stage 1 SATs for Year 2.</li> <li>○ Multiplication Tables Check for Year 4.</li> <li>○ Key Stage 2 SATs for Year 6.</li> <li>○ NFER- Arithmetic/Reasoning 1,3,4,5</li> </ul> </li> <li>• <b>Science:</b> <ul style="list-style-type: none"> <li>○ Summative assessment against Key Assessment Criteria for each Year 1, 3, 4 and 5.</li> <li>○ Summative assessment against Year 2 and Year 6 National Standards.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>• <b>Religious Education:</b> <ul style="list-style-type: none"> <li>○ Summative assessment against RE Assessment Criteria for Years 1-6.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>• <b>Foundation Subjects:</b> <ul style="list-style-type: none"> <li>○ Summative assessment against Key Assessment Criteria for Years 1-6.</li> <li>○ Plickers end of unit assessment.</li> </ul> </li> <li>• <b>IEP targeting and review for children on the SEND register.</b></li> <li>• <b>B-squared assessment for SEND children.</b></li> </ul>

#### ONGOING ASSESSMENT/TARGET SETTING:

- PIKS for writing, reading and maths will be used to inform teacher assessment.
- English planning has a minimum of three levels of success criteria. These are shared with the children using English headers as part of each lesson and, in particular, during review of work (allowing opportunity for self-assessment and peer assessment, alongside teacher assessment) when teachers' highlighting of the Success Criteria is used to demonstrate both 'success' and 'next steps'.
- Numerical targets are set and monitored as part of the School Improvement Plan for each cohort and subject for both attainment and progress, using national indicators and expectations to guide process (as a starting point 85%+ 'at National Standard'; 90%+ 'making good progress').

Other more informal assessments are used, including: observation; discussion; planned questioning; marking of written work or design; specific task or investigation; recall tasks; reporting back to teacher or peers; peer-assessment; self-assessment; listening to reading; photographs, videos, recordings; teachers' ongoing mark books; reading record books etc.

#### Assessment of Children Working Below or Beyond the National Expectations for their Year Group.

It is expected that most children will be assessed against the National Expectation for their own year group, unless and until they meet the National Standard. However, some children, particularly those on the SEND register will be assessed against B-squared criteria which will align with their support maps.

No children will be assessed against the National Standard for a year group higher than their own. Once the National Standard has been achieved, these children will be assessed against the 'Mastery' statements for their own year group. These statements move the children 'beyond' the National Standard for their year group by expecting a deeper level of reasoning and a greater depth; by applying (for example) English and Mathematics skills in the context of history, geography and science; by using the objectives in context and by drawing from the next year's objectives.

#### Consistency of Assessment.

To ensure consistency and validation of assessment, regular opportunities are given for the moderation of assessments. These standards are incorporated into subject portfolios wherever appropriate. Moderation is planned to take place both within and beyond the school.

#### The results.

Pupil progress and attainment are reported:

- To Pupils (see marking policy).
- To Parents: by informal communication with home e.g. certificates, stickers, text messages; by recognition in Collective Worship; by Reading Record Books; Parents' Evenings; Annual Written Reports; SATs results at end of the Key Stages.

#### Management of Assessment

The Head Teacher is responsible for co-ordinating the assessment work in school. She/he will discuss assessment at Pupil Progress Meetings during each term with individual class teachers and may ask to see teachers' assessments of some pupils' work in their class. Assessment will also feature in staff meetings during each term, including planning for the use of learning interventions and the monitoring of targets.

The Assessment Coordinator will also prepare results of achievements for discussion and examination by the staff and by the Governing Body (through both the 'Strategy and Standards' and 'Curriculum and Children' committees), with a view to monitoring and improving performance.

#### Review

This policy is subject to annual evaluation and update.

Reviewed Summer Term 2025

