



St Barnabas  
C of E Primary School



Green Lane  
Pre-School

## St. Barnabas C.E Primary School with Green Lane Pre-School

### Policy Document

<p><b>Title:</b></p> <p>Assessment Policy</p>
<p><b>Reference and Source Documents:</b></p> <p>The recommendations in the <a href="#">final report of the Commission on Assessment without Levels</a>  Statutory reporting requirements set out in the <a href="#">Education (Pupil Information) (England) Regulations 2005: schedule 1</a>  <a href="#">2024 assessment and reporting arrangements (phonics screening check)</a>  <a href="#">2024 key stage 2 assessment and reporting arrangements</a></p>
<p><b>The key purpose:</b></p> <p>Ensuring high standards and consistency in the learning and assessment of all pupils</p>
<p><b>Lead Staff Responsibility:</b></p> <p>Assistant Head teacher- Cathy Spence</p>
<p><b>Governing Body Responsibility:</b></p> <p>Curriculum Team</p>
<p><b>Reviewing Cycle and next date:</b></p> <p>Every two years. Next date November 2026</p>
<p><b>Approved by Leadership Team on:</b></p> <p>11.11.24</p>
<p><b>Approved by Governing Body on:</b></p> <p>25.11.2024</p>

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## St. Barnabas CE Primary School & Green Lane Pre-School

### 1.0 Christian Vision and Aims statement

#### Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all people** are **valued, encouraged** and **cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

**Matthew 19 v14**

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

#### **We aim to:**

*Inspire a positive approach to life and learning;*

*Value and nurture each child as an individual:  
developing resilience, independence, and an understanding of what they bring to  
the world;*

*Create a rich, stimulating environment where achievements are celebrated  
and team work and co-operation are expected;*

*Promote high expectations and self-confidence for each individual;*

*Ensure each child strives towards excellence supporting those who find learning  
difficult and challenging the most able children;*

*Develop and foster motivation for learning and enthusiasm for life;*

*Promote a sense of belonging and build outstanding relationships between school,  
home, church and the wider community.*

*Help every person understand their unique purpose and place in God's world.*

## Assessment Policy – Autumn 2024

### 2.0 Assessment Policy aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

### 3.0 Introduction

At St Barnabas CE Primary, effective assessment provides information to improve teaching, learning and outcomes. Pupils are given regular feedback on their learning so they understand what it is that they need to do to improve. This ensures that teaching builds on prior learning, addresses gaps and misconceptions and is adapted to the needs of each pupil. Parents are kept informed via written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for every child.

The Early Years Foundation Stage statutory framework (2024) and the National Curriculum (2014) are used as a starting point for all Teaching and Learning.

### 4.0 Purpose of assessment

- To enable the school to fulfil its statutory obligations.
- To inform planning of sequences of learning, individual lessons and next steps which build towards target outcomes
- To raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards
- To involve pupils, so that they are aware of the criteria by which they are assessed and that they are provided with feedback so that they can learn more effectively
- To provide information to parents and carers so they are clear on their child's learning and what their next steps might be
- To inform the school development plan priorities.

## 5.0 Early Years Foundation Stage

We follow all assessment guidance as outlined in the Statutory Framework for Early Years Foundation Stage.

Assessment begins for every child with a productive dialogue between Reception teachers and the child's preschool setting before the child starts at St Barnabas. This is strengthened by numerous transition events and information sharing with parents prior to the child starting school in September.

For SEND/Vulnerable children our SENCO liaises with pre-schools and parents to obtain all necessary information prior to starting school. Enhanced transition activities are offered to support these children, where appropriate.

In the first six weeks of Reception children are assessed on the statutory baseline assessment (Reception Baseline Assessment) and St Barnabas baseline assessments are completed alongside these. We also carry out 'Language Link' Assessments, fine motor and 'Teaching Children to Listen' audits. Once these are completed, we compile an intervention programme for each child who needs it. These are evaluated weekly and changed accordingly.

Assessment in the Early Years plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and interventions to support their next steps.

In Reception we assess against the EYFS framework and update the 17 areas of learning on our assessment monitoring system Itrack.

On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children, during play and focus tasks, to understand their level of achievement, interests and learning styles, and to then use adaptive teaching methods to help them achieve their full potential.

As part of the rigorous and robust focus on early reading, pupils are assessed using RWI resources every six weeks to inform our understanding of their phonic knowledge. During our regular 1.1 reading sessions we also provide the parents with next steps to support their children at home. Children are assessed half termly using a key text, matched to their phonic ability, to capture information on all aspects of their reading, including comprehension. This informs the children's areas for development-which are shared with parent/carers.

## 5.1 Green Lane Pre-School

All children are allocated a key person who is responsible for collecting, collating and sharing regular on-going (formative) assessments. This is overseen by the Pre-School Leader and EYFS Co-ordinator.

It is the key person's responsibility to plan for and carry out activities, both focused and through play, to support the child's learning and development. We use Intent, Implement and Impact. The 'Impact' is recorded on the 'This is Me' charts. When aspects of the EYFSP are achieved these are highlighted on the child's chart. These are updated regularly and parents informed on the progress their child is making through Tapestry, informal chats and appointment-based parent meetings.

EYFS observations are shared and contributed to by families using the Tapestry Assessment system.

## 5.2 Two Year Check

When a child is aged between two and three, practitioners will review each child's progress and provide parents and/or carers with a short written summary of their child's development in the prime areas.

## 5.3 End of EYFS

At the end of Reception the EYFS Profile is completed for each individual child for the 17 areas of learning. The profile, and report, provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Detailed outcomes and next steps for learning are shared with the receiving Year 1 teachers and SLT.

At Green Lane Pre-School all children who are leaving to attend school are provided with a final report which gives information on which level of development they have achieved in each of the areas of learning. It also highlights strengths and areas for development. These are given to parent/carers and feeder schools alongside transition profiles and Tapestry learning journeys.

## 6.0 Assessment Approaches

Assessment forms a significant part of lesson planning and is a continual process which happens in every classroom, every minute of every day.

We use three forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 6.1 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 develop
- **Parents** to gain a broad picture of where their child's strengths and areas of development lie and what their next steps are.

Our school approaches link directly to our feedback policy; as a school we use marking and feedback, questioning, self and peer-assessment and/or observations.

## 6.2 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

### Key Stage 1

In Year 1 and 2, pupils are assessed every six weeks to inform our understanding of their phonic knowledge. Maths is assessed termly using White Rose resources and children are also assessed after each unit of learning to identify progress and attainment.

Although the end of KS1 SATs are no longer statutory, St Barnabas uses these in English and Maths as an assessment tool for the end of the key stage.

### Key Stage 2

In years 3,4 and 5 pupils' reading is assessed using the PIRA tests, these assessments are administered formally every term and are used to plan next steps. Maths is similarly assessed using White Rose assessments which assess the units of work the children have been learning in class. For pupils with additional needs adaptations are made to ensure children can achieve at a level in the summative assessments that reflects their ability and acquired knowledge. Any KS2 pupils who have not achieved the expected standards in phonics will also be regularly assessed for phonic knowledge and progress. All pupils in KS2 are assessed for reading fluency at least termly and interventions designed to ensure rapid progress.

Year 6 pupils are assessed using previous years' statutory tests in order to prepare them for the end of year Statutory Assessment Tests (SATs).

All assessment information is used by teachers to inform planning, next steps in learning and any gaps in learning which need to be addressed.

## 7.0 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders including the governing body** to monitor and forecast 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 and the school are performing in comparison to pupils nationally
- Nationally standardised summative assessments include:
  - Early Years Foundation Stage (EYFS) profile at the end of reception
  - Phonics Screening Check in year 1
  - Multiplication Tables Check in Year 4
  - National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

## 8.0 Collation and analysis of outcomes

- Formative assessments of pupils are stored on our electronic assessment record keeping system iTrack, along with class record books, annotations in pupils' books and summarised in the form of individual targets. This information is readily available to the Senior Leadership Team (SLT), team leaders and subject co-ordinators who report to governors.
- Summative pupil assessment information is recorded on iTrack and is monitored through the year with teacher workload at the forefront of planning to ensure the only assessment information collated is useful and can be acted upon.
- Built into the school year are opportunities to collectively assess and report to the SLT on aspects of the core subjects that have been targeted as a result of analysis of assessment data. e.g. Key stage and phase meetings, moderation meetings.
- At least termly and more often if needed, all teachers attend Pupil Progress Meetings in order to review and identify interventions and ensure that staff have a clear view of what steps the class need.

## 9.0 Assessment Terminology at Key Stages 1 and 2

The following codes are used to record assessment information on iTrack.

- **Age Related Expectation (ARE)** all children who are working at the appropriate curriculum year.
- **Greater Depth (GD)** children working significantly above ARE in their understanding and application of knowledge and skills.
- **Working Towards (WTD)** children working significantly below ARE in their understanding an application of knowledge and skills.
- **ARE- and ARE+** are used where the child is not securely at one of the above levels

## 10.0 Inclusion and Adaptation

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Each child is on an individual learning



pathway and our assessment supports this. All assessment starts with developing a picture of what a child can already achieve.

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. On some occasions, the Special Educational Needs Coordinator will work with external agencies who will use specialist assessments to aid in the diagnosis of specific needs.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have high expectations of all pupils and work towards all children achieving their potential.

### **10.1 Children working well below the national expected level of attainment**

For pupils working well 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' additional needs.

#### **EYFS and Key Stage 1**

In EYFS and KS1 a combination of approaches will be used to develop a full picture of the child's learning needs. This will include teachers using their knowledge of the child to assess barriers to learning which might include language links, RWI, EYFS baseline assessments and ongoing teacher observation.

#### **Key Stage 2**

Where children are working well below national expectation in KS2, teachers will use their knowledge of the child to assess in a suitable manner. This could be using a younger year group's assessment material or adapting the assessments to use as a diagnostic tool for their particular needs. Examples of this might be reading the paper aloud to a child or doing the assessment for shorter periods.

It should be acknowledged that the results or scores from these assessments are to inform future provision and are not a reflection of how a child might perform in a standardised test. Teachers will then use this information to inform summative assessments that are recorded on iTrack.

### **10.2 Methods of assessment for children working well below national expectation**

Teachers may use all or some of the following methods of assessment for children who are working well below national expectation:

- Assessment against Pre-National Curriculum Standards
- Assessment using Development Matters (Birth to 5) observation checkpoints
- Language Links Assessments
- RWI assessments
- Toe to Toe assessments (spelling)
- Dyslexia pathway resources

- Reading fluency assessments
- Reading age and spelling age assessments
- Summative assessments from younger year groups
- Assessment advice from outside agencies and specialist provision.

## **11.0 Reporting procedures**

- Parents receive feedback on their child's learning during the Autumn and Spring Parent/Carer consultation meetings. Children's attainment and progress is discussed along with future targets. Parents will be informed of the teacher's assessments in relation to age related expectations.
- Parents are sent copies of their child's annual report in the summer term and are given the opportunity to discuss these reports with staff.
- Parents of Year 6 pupils receive copies of their child's SATs results with their annual report.
- Parents of Year 1 pupils are informed of the outcome from the Phonics Screening Check in the summer term.
- Parents of Year 2 pupils also receive copies of their children's end of Key Stage 1 teacher assessments with their annual report.
- Parents of Year 4 pupils are informed of the outcome from the Multiplication Check in the summer term.
- In addition, where a child is in need of closer monitoring and or more frequent feedback to Parents/Carers is required individual arrangements are made with class teachers and or the SENDCO.
- Team leaders monitor learning and progress within their teams and feedback to the SLT any areas of strength and weakness along with action points.
- SLT members receive subject reports from core subject leaders and these are in turn communicated to all teaching staff e.g. analysis of statutory SATs papers.
- Summaries are fed back to the Governing body e.g. via the Curriculum and Standards Team or Governor Development Meetings.

## **12.0 Roles and responsibilities**

### **12.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

## **12.2 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 governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

## **12.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy. Subject leaders are responsible for analysing and understanding the implications from assessment outcomes and using these to inform further improvement strategies.

**Date to be reviewed: - Autumn 2026**