



Lenham Primary School

Take Pride; Be Proud

Ham Lane
Lenham
Kent
ME17 2LL

Phone: 01622 858260
www.lenham.kent.sch.uk

Headteacher: Mrs Andrea McCluskey

Assessment Policy

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Chair of Governors	

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1. 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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

At Lenham Primary we believe in the statement that

All forms of assessment should be used to improve teaching and learning

We believe that the best from of assessment results from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgements of pupil progress and are what should inform planning, teaching.

Where data is gathered, it should be used as a means to support those children who are underachieving or to extend the most able.

value the importance of both formative and summative assessments as a means to track pupil progress and identify gaps in knowledge and understanding.

The basis of our assessment system is derived from the following principles;

- ✓ All forms of assessment should be used to improve teaching and learning
- ✓ Simple to use and understand
- ✓ Testing should be rigorous and reliable
- ✓ Underpinned by knowledge of the curriculum
- ✓ Informs the planning and delivery of the curriculum
- ✓ Supports children in recognizing the next steps in their learning journey
- ✓ Does not create unnecessary paperwork that does not contribute to excellent teaching and learning
- ✓ Provides reliable and information to parents about how their child is achieving
- ✓ Ensure that Lenham Primary School is keeping up with external best practice

4. Assessment approaches

At Lenham Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that our teaching teams know their children better than anyone and the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

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 improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

National Curriculum Expectations and Progression of Skills documents

The National Curriculum and the Programme of Study provide the backbone of our curriculum and the relevant formative assessment framework. We use the Cornerstones Maestro platform to track our teaching and learning against NC expectations and objectives and, as a result of our curriculum structure, have developed a series of Progression of Skills documents that ensure our teaching and learning reflects the intent of our curriculum.

We also use Target Tracker to record progress against the NC objectives and subsequent progress/attainment reports for both internal and external use.

Marking

We mark to learning objectives set, and we identify how children can improve their work or move on, with a clear, individualised next steps action or question. In addition to marking to objectives, pupils' common errors should regularly be brought to the child's attention so that they are able improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc...

- The school has a specific marking code for both KS1 and KS2.

We encourage 'live marking' during lessons to ensure that children are engaged with their learning through having meaningful discussions about how they are progressing as well as how they feel they can develop.

All work done by the child should be acknowledged by the teacher. Marking should be used to progress learning, therefore, where possible, teachers mark the content of the work and then extend the children further with an action. The school expects that core subjects will be action marked at least once a week and for non-core subjects, every other week. Children are given time to address these actions in the following lesson.

(See Feedback and Marking Policy for further details)

Self/peer assessment in Writing

When writing the children are active participants in their own learning. Checklists are used to support children to recognize their successes according to expected criteria and to identify areas for improvement. The aim of this approach is to enable each child to pinpoint their individual next step rather than be given a generic target.

Writing checklists, to support self/peer assessment, are present in the classroom for all subject areas and actively referred to.

(See Feedback and Marking Policy for further details)

Assessment in Maths

The backbone of the Maths assessments are the pre and post-unit assessments, from White Rose Maths, that align with our Maths curriculum. Teachers use the pre-unit assessment result to match the level of content to the need of the children for the upcoming unit of Maths. Teachers can, and should, move children according to their existing knowledge to ensure that children are appropriately challenged.

At the end of each unit, children also complete a post-unit assessment. The results of these help to inform the overall judgment for each child.

Assessment in Science

At the end of each unit children complete an 'end of Unit Quiz' (in the form of a Google Classroom Quiz, created by the class teacher). The results of these assessments inform the overall judgment for each child.

4.2 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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

We expect teachers to keep clear records, either on line or on paper, detailing the results of mini tests given within the classroom. The purpose of these records is to inform the next steps in each child’s learning, to identify whole class areas of concern and to help identify children performing above or below national expectations. During Pupil Progress Meetings, teachers should use this information to inform line managers of children who require additional support so that support can be provided in targeted and timely fashion.

Internal Summative Tests

Children will be given formal tests in the core subjects of Mathematics, Reading and Spelling, Punctuation and Grammar, seasonally, at three points in the school year.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are achieving in line with national averages.

At Lenham Primary School, we use the following standardised tests:

Reading	NTS Reading (+ Accelerated Reader STAR tests to inform Reading ages and book bands)
Spelling, Punctuation and Grammar	Cornerstones Summative Assessments
Mathematics (Arithmetic and Reasoning)	

The results will be recorded as standardised scores in line with the criteria set out in each form of assessment. The scores will then be categorised, using the shared language of testing used in our school, ‘Expected Standard’ (EXS), Working Towards Standard (WTS) and ‘Greater Depth Standard’ (GDS). Children working significantly below their age related expectations will have access to an equivalent test to allow a result to be obtained. The recorded result will provide details of the format of the test completed.

Summative judgements of Writing

In order to show the children’s development in writing we complete a moderation task seasonally. Teachers will use a Writing Snapshot, which details the specific skills that should be present in a piece of writing graded as at the Expected Standard, Working Towards Standard and Greater Depth Standard. Examples of work considered to meet the Expected Standard, Working Towards Standard and Greater Depth Standard are saved for future moderation exercises.

4.3 Nationally standardised summative assessment

Nationally standardised 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 understand national expectations and assess their own performance in the broader national context

➤ **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

During their time in school children will sit four external examinations. These are as follows:

Reception	Reception Baseline Assessment completed within the first 6 weeks of starting school
Year 1/2	Phonics Screening (retakes only for Year 2 pupils)
Year 2	KS1 SATS in Reading and Mathematics. Optional SAT in SPaG Teacher Assessments in Reading, Writing and Mathematics
Year 4	Multiplication Test Check
Year 5	CAT4 Assessment to support Kent Test applications
Year 6	KS2 SATS in Reading, SPaG and Mathematics Teacher Assessment in Writing

5. Collecting and using data

Top level data is important to see how a whole group or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. To this end, we call for a Data Harvest every 6 weeks. Here teachers complete a Data Harvest report that provides key data in the core subjects and across a range of groups, including those considered disadvantaged. This Data Report is submitted to the Assessment Manager for review and a Pupil Progress Report is completed providing further details and regarding the data harvested and focus areas for the next steps in a child's learning journey. Children who are struggling, not making progress or who are a cause for concern are individually discussed. A decision will be made by the SLT, alongside the teaching team, detailing a course of action for that child. This may include a specific intervention, referral for SEN or a social intervention. Individuals who are discussed are monitor at the next Data Harvest.

We aim to complete six Data Harvest reports and a minimum of three Pupil Progress Meetings for each class over the course of an academic year. The number of Pupil Progress Meetings will be increased if concerns are raised about the progress of a particular class or group of children at any Data Harvest.

Children with SEND

The school has a number of children who have specific and/or profound learning needs and who may therefore not be accessing the curriculum for their year group. Those with profound SEND, who are working below the year group Expected Standard, are assessed using a small steps approach using a platform such as Target Tracker, SONAR, BSquared or Cornerstones Maestro. The SENCo is responsible for collecting their data. The class teacher and relevant support staff are responsible for the upkeep of individual SEND children's records regarding attainment and progress. The SENCo will meet regularly with teaching teams to monitor record keeping and next steps for these children ensuring they are accurately recorded in the Pupil Progress Meetings.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Lenham Primary School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

7. Reporting to parents/carers

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from any member of staff. We endeavor to communicate well through regular email communications, the school website (including curriculum long term plans, information relating to current learning, key information on future learning in 'Next week we shall be' and homework tasks)

Parents have regular opportunities to discuss their child's progress with teachers.

Formal parent consultations are held in the autumn and spring terms.

A mid-year report is sent to parents in Term 3.

A full report is sent home to all parents at the end of the academic year. The report will cover the child's performance in all National Curriculum subjects with specific comments written in relation to English – Reading and Writing, Maths and Science.

In addition to the full report, parents of children in Year 1, 2, 4 and 6 will receive additional reports are detailed below.

YEAR 1	Phonics Screening Result	Raw score given and final category 'met the Expected Standard' or 'has not met the Expected Standard'
YEAR 2	Phonics Screening Result (only for those children completing the retest)	See details above
	KS1 SATS	Teacher Assessment outcomes detailed recording standard achieved as 'Greater Depth' Working At; 'Working Towards' or 'Has not met' in Reading, Writing, Mathematics and Science. The report provides comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
YEAR 4	Multiplication Test Check	Raw score given and explanation of the assessment completed.

YEAR 6	KS2 SATS	<p>Teacher Assessment outcomes detailed recording standard achieved as 'Greater Depth' Working At; 'Working Towards' or 'Has not met' in Writing and Science.</p> <p>Test Results for Reading, Spelling, Punctuation and Grammar, and Mathematics are recorded. These results are given as scaled score and an explanation of the format is also given.</p> <p>The report provides comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally.</p>
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8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

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.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working 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' learning difficulties.

9. Training

Teachers are kept up to date with developments in assessment by attending update sessions organized by the local education authority provider.

Moderation is completed in both Year 2 and Year 6 each year. This may involve attending an event with a large number of colleagues from other local authority schools or by preparing for an on site visit by a local authority moderator. Training is provided for any staff member who is unfamiliar with the process, this training may be delivered either externally or internally

Essential training on how to use assessment platforms (such as Target Tracker, SONAR, BSquared or Cornerstones Maestro) are completed via internally for any new staff members and refresher training is provided to all staff by the Assessment Manager. If platforms are updated a member of SLT will attend the training and devolve the information to all staff at a subsequent training session.

10. Roles and responsibilities

10.1 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through: data harvests, pupil progress meetings, moderation, lesson observations, pupil book studies, review of statutory assessment results.

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Feedback and Marking policy
- Early Years Foundation Stage policy and procedures