

Pirbright Village Primary School



Assessment Policy – School Based

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1. Philosophy & Principles

Teaching & Learning underpins everything we do at Pirbright and assessment is the process of gathering information to enable us to ascertain children's understanding and plan for their future needs. During this process of information gathering and analysis, we constantly reflect on the progress made by the children and comparison is made to the End of Year Expectations (EOYE) as laid out in the National Curriculum and the Early Years Foundation Stage (EYFS) Curriculum; it is against these that children's knowledge, understanding and skills are measured. The process of assessment therefore enables us to facilitate continual learning and progress in a positive and supportive environment to the benefit of all.

The assessment of children at Pirbright Village Primary School is based on the following principles:

- Every child can achieve and make progress in their learning; assessment supports teachers in questioning what children need to know, what they actually know and how to move on in their learning.
- Having a Growth-Mindset will allow children to make the most progress in their learning and ensure they have the skills to tackle any challenges thrown at them.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment of children at the end of key stage is based on the Teacher's Assessment Framework published and updated annually by The Government.
- All children need to understand what they are learning in each of their lessons and what they need to do to achieve.
- Different learning strategies and feedback methods are used in a flexible way to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.
- Knowledge and skills are both essential to deep learning. Skills are essential to ensuring children will be able to process and retain the knowledge to a greater and more efficient extent.
- Learning behaviours are as important as knowledge & understanding of the primary curriculum.
- Teaching children with SEND is a whole school responsibility shared by all staff and through the aims & objectives in the SEND Policy, we make it fully accessible to all of the children at Pirbright.

2. Aims

- To ensure that each child is given every opportunity to access learning at their own specific level and for **all** children to make progress from their starting points
- To set challenging yet achievable targets for each and every child
- To identify an individual's strengths and areas for development and ensure these are communicated with all stakeholders
- To indicate to the learner, the next step in the learning process through effective feedback, with an emphasis on verbal feedback to ensure understanding from both parties
- To diagnose difficulties in learning in order to provide intervention strategies and targeted support
- To accurately measure an individual or a group's progress and understanding over a measured period of time
- To inform colleagues, parents, all outside agencies and, where appropriate, staff at subsequent schools of a child's level of attainment and understanding
- To ensure a consistency of approach by all staff through moderation and shared good practice
- To identify the effectiveness of planning and teaching at Pirbright
- To measure the effectiveness of the school as compared to 'like' schools and in comparison, to schools throughout Learning Partners, Surrey and England

3. Assessment Organisation

We recognise that assessment falls into four main categories:

- Formative – ongoing teacher assessment so that next steps may be planned accordingly
- Diagnostic – ongoing / specific where difficulties are clarified so that help can be provided
- Summative – end of unit, half term, term, year, Key Stage where the overall achievements of the pupils are measured against set criteria and are recorded
- Evaluative – when the work of the teacher, the school, and the LEA is judged by the achievements of the pupils in their charge in the form of the Phonics Screening Test (Yr1), Multiplication Tables Check (Yr4) and the Standard Attainment Tests (SATs) (Yr6).

4. EYFS

Before the children join our school, much time is spent liaising with key workers at nursery and preschool settings in order to share assessment information. In addition to a continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out for phonic development, maths development and an assessment of each child's stage of development for each of the 7 areas of learning. At the end of the year, final judgements are made against the 17 Early Learning Goals and this information is communicated to parents and Year 1 teachers.

5. KS1 and KS2

Children accessing the National Curriculum are assessed against their individual year group's End of Year Expectations and the progress towards this is detailed in the table below.

Currently on target to achieve...			
Working Below the Year Group Standard at the end of the year.	Working Towards the Standard at the end of the year.	Working at the Expected Standard at the end of the year.	Working at Greater Depth within the Standard at the end of the year.

At the beginning of the academic year, children are assessed on entry and they are given a target for the areas of reading, writing and mathematics. This is communicated to parents through the autumn term Parents' Consultation Meeting where parents are encouraged to ask questions and ensure they understand the best ways to help their children be successful. Children are continually assessed throughout the year and at the end of each term, current attainment is recorded centrally. Throughout the year, Attainment & Progress is tracked and analysed by year group teachers and this is fed back to the Head Teacher, who monitors and analyses the data. The Head Teacher meets with year groups during Pupil Progress meetings. These meetings give opportunity to share analysis, focus on children who are in danger of underachieving or whose progress is causing a concern, report on vulnerable groups and decide upon next steps. There is a second Parents' Consultation Meeting in the spring term to review progress so far and ensure next steps to success are established.

Our open-door policy means we never wait for a parents' evening to discuss concerns with parents. We value the partnership with have with parents are know that children achieve best when we all work together so if we have any concerns, we will seek contact in a timely manner and ensure a shared dialogue in order to move forwards and support the child.

6. Statutory Assessments

Children in Year 1 take a National Phonics Screening Test which demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

At the end of Key Stage 1, the National Assessments are now no longer statutory. Teachers will make their own teacher assessment judgements (as we do in all year groups) but this no longer needs to be reported to the government.

In Year 4, children will take a fluency test to check their understanding of their multiplication tables. The Multiplication Tables Check will be delivered as an online, on-screen digital assessment. The check will take each pupil less than 5 minutes to complete and is scored by the computer.

At the end of Key Stage 2, all pupils sit the following tests:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics

These tests are marked externally and pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We also provide a teacher assessment judgment based on our knowledge of the children throughout the whole of Year 6, rather than just a snapshot of one day.

Writing is assessed through teacher assessment - with evidence gathered throughout the year and supported with regular moderation within the school and the MAT. Periodically, these assessments are moderated by external assessors.

7. Reporting to Parents

Teachers set children three Key Targets at the start of the year which are reviewed and changed on a termly basis. These are communicated with parents through the termly Parents' Consultation Evenings where the children's Attainment & Progress is also shared alongside information about Home Learning, Attendance & Punctuality and attitudes to learning. At the end of the year, teachers write an Annual Report which includes judgements against the End of Year Expectations and sets some targets for the following year. If children have taken national tests, these results are also given at this time.

8. Moderation

To ensure that all teacher assessments are accurate and appropriate, the relevant core subject co-ordinators provide opportunities for staff to moderate examples of children's work. They also keep examples of assessed material for teachers' guidance. Teachers also take part in moderation sessions organised by Surrey, Schools Alliance for Excellence (SAfE), The Learning Partners Trust or other local primary and secondary schools.

9. School Self-Evaluation

Using the internal data and data provided by the statutory tests, the school is able to measure and compare the performance of specific groups i.e. boys-girls, military-civilian, SEND and Pupil Premium as well as comparing the school's achievements with others throughout Surrey and like schools across England. This provides an important basis for conversation with governors who hold the head teacher accountable for the progress of all learners.

10. Publishing Assessment Data

The assessment data from the current academic year can be found on the school website under Key Information and is published during the autumn term. The invalidated assessment data is published at the end of the academic year (when the children receive their SATs results) on the Learning at the Speed of Life document sent out to all parents evaluating the school's performance and highlights from the year. This is usually sent home with the last newsletter of the academic year.