



SELSDON PRIMARY SCHOOL ASSESSMENT POLICY

Updated October 2024

OUR APPROACH

Our approach involves teachers identifying the **key knowledge and skills pupils need** in order to be successful by the end of KS2 working backwards and thinking what this would look like, if students have mastered it in KS2.

This produces an **assessment framework** that allows us, and the pupils, to know what they've got to do to achieve excellence.

The identified key knowledge and skills form the **basis of our assessments**. This ensures that adults do not feel that they have to assess everything.

Our approach to learning

- Is focused on which **specific elements of the curriculum** an individual has deeply understood and which they have not.
- Is based on developing the key knowledge and skills required for **success in EYFS, KS1 and KS2**.
- Is based on our **high expectations** of all students.
- Is based heavily on formative feedback and allows all students to succeed
- Incorporates **summative assessment** to support this ongoing **formative feedback**.
- Is simple and **easy to understand** for staff, parents, carers, governors and students.

Our approach to assessment

- Assessment is **integral to high quality teaching and learning**. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are **regularly trained** in our approach to assessment.
- We have **senior leaders** who are responsible for assessment.

KEY PRINCIPLES

Assessment is at the **heart of teaching and learning** and will be used to provide evidence to guide teaching and learning. Assessment provides the opportunity for pupils to demonstrate and review their progress.

We believe that assessment feedback should **inspire greater effort** and that through hard work and practice, **more can be achieved**.



A wealth of educational research tells us that ongoing *formative* assessment is far more powerful than *summative* assessment in terms of enhancing learning.

Therefore, the **criteria** we have developed across the curriculum should be useful for teachers to use in a formative way, so that they can refer to these frequently throughout the year.

However, the **system of measuring' attainment**, which is set out below, is a **summative assessment tool only**. This should be used to take a step back to reflect on the 'big picture' of where a child is in their learning journey. These judgements will be made *no more frequently than once per term*.

To guard against the negative effects of summative assessment, such as effects on self-esteem, **these 'measurements' will not be used as part of a dialogue with pupils about their learning**. The measurements proposed are intended purely as a means for recording attainment in a tracking system, as a **management tool**.

Assessment outcomes provide **meaningful and understandable information** for:

- Pupils in developing their learning;
- Parents and carers in supporting children with their learning;
- Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- School leaders and governors in planning and allocating resources; and
- Government and agents of government.

KEY AIMS

Our assessment system aims:

To be **simple**, so that it can easily be understood at a glance by internal and external users of the data.

To provide users with **key performance indicators** about the attainment and progress of children, which will inform self-evaluation and form a good starting point for demonstrating progress to others, such as governors, the Local Authority and Ofsted.

To enable users to determine with confidence whether or not children are **on track to meet the expected standards** in the statutory assessments, which will take place at the ends of EYFS, KS1 and KS2.

The terminology used needs to take account of the potentially harmful effects when describing the attainment of pupils who are working below the age-related expectation, e.g. pupils with SEND



METHOD OF *FORMATIVE* ASSESSMENT

Regular feedback against success criteria/WMAG/WIN is the basis of our formative assessment approach.

'Big picture' criteria can be useful for teachers when considering a pupil's next steps and giving feedback; however, a **good understanding of the success criteria/WIN/WMAG for the specific focus of learning** is the most useful basis for regular feedback to pupils.

We expect teachers to provide feedback to pupils **during each lesson** and record assessment notes.

We believe that teacher assessment, based on a **wide range of good quality learning experiences** during their day-to-day learning is the most effective form of assessment. All teachers will **teach the curriculum for their year group in depth**, using the National Curriculum objectives.

We are encouraging all teaching staff to **teach the curriculum for their year group in depth**, using the new National Curriculum objectives

Staff work together to moderate assessments to ensure **consistency of judgement**. Subject leaders support this work in each subject.

METHOD OF *SUMMATIVE* ASSESSMENT

Our approach involves teachers identifying the **key knowledge and skills pupils need** in order to be successful by the end of KS2 working backwards and thinking what this would look like, if students have mastered it in KS2.

HOW WE TRACK PROGRESS

At the start of each academic year the vast majority of children start by being taught the curriculum for their year group, using the objectives for their age-related year group. **A very small percentage** of children who have identified Special Educational Needs may be taught using objectives from another year group, these children have been identified and are supported by the SENCo in each school and have an ASP. This means that whatever their assessment for the last year, almost all children start each year at the same point. This is because no children in this year group will have been taught the objectives for this year group before joining it. Children are then assessed against the objectives for their year group. We expect children to progress



through these objectives at different rates through the year.

We use an assessment system called PiTA (Point in Time Assessment). This is a simple assessment model that fits with the National Curriculum.

We are using a 1-7 PiTA scale for Reading, Writing, Maths, Science, History, Geography, D&T, Art, P.E., Music, Computing and MFL.

Our PiTA scales are as follows:

- 1 Is not working on the current year group curriculum. ***These children are not able to access the learning planned for this year group and have heavily adapted, plans to support them to access the learning.***
- 2 Is accessing the year group curriculum with heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention. ***These children access the lesson with adult support and scaffolding. The weekly planning is adapted to show the support for these pupils.***
- 3 Is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently. ***These children can access each lesson but need adult support to achieve LI***
- 4 Is on track to meet *some*, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning. ***These children sometimes achieve the LI in this subject and sometimes need help to achieve it.***
- 5 Is on track to meet end of year expectations. They are usually successful learners, at that year groups level, showing good understanding of over 80% of the objectives taught. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts. ***These children usually achieve the LI in each lesson in this subject. This would be the vast majority of your class.***
- 6 Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas. ***These children always achieve the LI in each lesson and often extend themselves.***
- 7 As above, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate other's ideas and their own effectively. ***These children always achieve the LI in each lesson and always extend themselves beyond the LI for each lesson.***

EARLY YEARS FOUNDATION STAGE



We establish a baseline assessment when pupils join the school in either Nursery or Reception. We do this to capture an accurate baseline of children's attainment as early as possible in the academic year. Progress for each child is measured from their individual starting point.

Pupils will be assessed **on entry to Nursery or Reception**. If the pupil attends one of our Nursery classes then the baseline will be assessed as soon as they join the Nursery. For pupils who join us from other settings in Reception, their baseline will be assessed when they join the class. **During the child's first 2 weeks** (10 days full time attendance), staff should immerse themselves in working, playing and interacting with the children so that they get to know them really well. Taking into account information from the home and /or preschool providers, teachers should then be well placed to form initial judgements of the pupils' attainment on entry.

REPORTING PROGRESS

Rather than reporting to students and parents whether or not they have achieved a target level (which is setting a ceiling on achievement), we focus on how they've done relative to their starting point, The expectation being that all of them should be striving for excellence.

These phases and steps are not designed to be used for discussion with pupils or parents, or in marking pupils' work, as this practice could lead to some of the same problems as the previous system of levels, such as the 'labelling' effect, development of fixed mindsets etc.

We use phrases, like the following, when reporting to parents:

- Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus) Your child is working slightly below the expected range (followed by examples of particular areas of success and current areas of focus)
- Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus)