



Assessment Policy and Procedures 2024

Date Issued:	September 2024
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Review date:	September 2026
Date Adopted by Governing Body:	October 2024

1. Rationale

At Durham Lane Primary School, we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

All teachers are responsible for the assessment and tracking of all the pupils in their class, including SEND, more able and disadvantaged pupils. This assessment must be used to inform future planning and teaching to ensure the highest levels of progress possible.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school;
- To maintain accurate records of the progress and attainment of individual children and cohorts;
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child;
- To enable the active involvement of pupils in their own learning;
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national and local standards.

3. Types of assessment:

At Durham Lane Primary, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning - AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge;
- identify next steps for learning;
- inform future planning;
- enable appropriate strategies to be employed;
- facilitate the setting of appropriate targets for the class, group, and individual;
- track the child's rate of progress;
- facilitate an evaluation of the effectiveness of teaching and learning;
- inform future teaching and learning strategies;
- identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target-setting and prediction of a cohort's future attainment.

Summative Assessments:

- identify attainment through one-off standardised tests at any given point in time;
- record performance in a specific area on a specific date;
- provide age-standardised information;
- provide end of Key Stage test data against which the school will be judged;
- ensure statutory assessments at the end of EY, KS1 and KS2 are met;
- provide information about cohorts' areas of strength and areas for improvement to build from in the future.

4. Planning for assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The staff have developed a plan of knowledge/skills for each subject, often linked to our cross-curricular planning and these are used to enable pupils to be taught and to learn specific knowledge/skills in a cumulative and sequential manner.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child and the relevant year group objectives. We strive to ensure all tasks set are appropriate to each child's level of ability. Our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim (see marking policy). Teachers use this information when planning for subsequent lessons.
- Children are set clear targets based on their writing and these are shared regularly with children and parents. The writing and maths progression sheets are in the children's books. For writing, the teacher dots, dates and highlights these sheets, as part of ongoing assessment. In maths, this is completed on our Insight tracking system. In addition, children are given targets in the form of a wish sticker at the top of their next piece of writing (KS1) or target cards (KS2).

Assessment and Recording in the Foundation Stage

Practitioners in Early years use a range and combination of different types of observations to assess the pupils.

Short observations: these are spontaneous, 'capture the moment', observations. Teachers and TAs document what the child has done e.g. Mary made a model of a camera. She used a small box and stuck a silver rectangle on the front, she put a circle on the top and said, 'this is the button you press to take the picture'. These are saved into the child's individual file on 'Evidence Me'. Within this file it is highlighted to show which objectives have been achieved, using the Development Matters statements.

Focus Activities: during focus activities, teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child-friendly terms.

Independent Learning Activities: during these activities, the child uses the provided resources to initiate their play and follow their own interests. The practitioner makes observations and uses these to make judgments against the objectives planned out for each phase of development using the Development Matters Document. These can be logged into their 'Evidence Me' files and next steps can be planned.

Teacher Knowledge: during planned and child initiated activities, many opportunities are created in the Early Years setting for teachers and TAs to gain a deeper understanding of each individual child, creating a profile of their development. This teacher knowledge can be shared using the Development Matters statements and having examples of experiences and achievements that each child has shown.

Baseline assessment: during the first few weeks of a child being in school (Nursery or Reception), staff use observational assessment, evidence from parents and carers (including information from other settings/child-minders) and other appropriate activities to carry out a baseline assessment for each child. Nursery complete a 'Starting Nursery' booklet where key information is collated about each child's starting points and next steps. In Reception, a statutory baseline (Standards and Testing Agency) is completed within 6 weeks of starting Reception and a short summary of information is collated for each individual child.

Little Wandle Phonic Assessment: after each half term of teaching, children complete a Little Wandle phonic assessment, which highlights children who require 'Keep Up Sessions', reading ability book bands are collated for each individual and gaps in learning are highlighted.

Insight Tracker: this assessment tool is used to track each individual child against the 17 areas of learning. The tracker is updated half termly for Nursery and Reception children.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child (see Marking Policy).
- Teachers use tracking grids based on the National Curriculum (Progression sheets) for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing and maths (in maths, this is recorded on our Insight tracker). However, in Y1, reading progression sheets are not used due to Little Wandle assessment sheets.
- A variety of tests (including White Rose assessments tests, past KS1 and KS2 SAT tests, National Curriculum SAT tests, PIRA reading tests, Little Wandle Letters and Sounds revised Phonic assessments for EYFS and KS1) are used as part of the assessment process to identify progress and gaps in learning.
- Termly Pupil Progress meetings are undertaken by the leadership team where children who have been identified by teachers as potentially not making good enough progress, are discussed and interventions/support are put in place where possible.

5. Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, foundation subject assessments such as double page spreads and mind maps, guided reading records and results of tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

6. Moderation

Regular moderation of work takes place each term to ensure consistency of assessment expectations. Teachers meet in phase groups or in cross phase groups to analyse children's work against the National Curriculum progression sheets and Development Matters Statements. During the summer term, teachers in Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. Y1 are also involved in the external Phonics Screening Test and Y4 in the multiplication check. As part of our RAP team, moderation takes place at least once a year in writing to ensure judgements are secure.

7. Self-Assessment:

Teachers provide regular opportunities for children to assess their own work and that of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective (assessing and/or marking another child's work-orally or in written form)
- two stars and a wish (children identify two ways in which their work meets the learning objective and one thing that they could improve)
- self-evaluation (e.g. traffic lights, thumbs up or smiley faces to indicate how the child views their work in relation to the learning objective).

8. Marking Guidance (See our Marking Policy for further details)

The guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative Assessment and Focused Marking:

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning.

Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Groupings should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

As appropriate to their age, pupils receive written targets in writing so that they are aware of the next steps in their learning.

Frequency of Marking

At least once a week, teachers should write a comment and next step target on the children's work in literacy and in maths teachers mark each day, using the marking code and adding challenges/questions where appropriate.

The school recognises that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher and this can be recorded on the book using the initials VF. Children should be given the opportunity to look at and respond to the teacher's comments/markings symbols in an-age-appropriate way.

Assessment Procedures

In order to be able to track pupil progress against the National Curriculum objectives in reading, writing and maths, we use adapted progression sheets and teachers dot, date and highlight these as part of our formative assessment. This is an outline of how we will be assessing and what needs to be recorded:

WRITING ASSESSMENT

Teachers from Year 1-6 use the "Progression in Writing" sheets as an ongoing assessment for each child in order to track their attainment against the curriculum objectives. Teachers dot and date the objectives). When the teacher is confident that the objective is fully understood, the teacher will highlight the sheet using the appropriate coloured highlighter pen. Teachers will highlight in **orange during the Autumn Term**, **green in the Spring Term** and **yellow in the Summer Term**. This allows teachers to see when the children have acquired the necessary knowledge. Any objectives not achieved from the previous year are dotted and highlighted in **blue**. Teachers can then see, at the end of the year, if the child is emerging, developing or secure insofar as their year group is concerned.

WRITING TARGETS

In Key Stage One, targets are shared with the children after each piece of writing has been marked. Teachers write targets on wish stickers which are stuck at the top of the next clean page in the writing books. Children are then directed to refer to these as they complete their next piece of writing. Writing targets are shared with parents at Parents' Evening, but these are not always as specific as those in the children's books.

In Key Stage Two, targets are given to the children on target cards in October and the teacher looks to see that this target has been achieved 3 times before a new one is given to the child. These targets are shared with parents on Parents' evening. New target cards are given to children throughout the year, copies of which are sent home to parents. As well as this, the children are given the progression sheets in their writing books which are dotted, dated and highlighted as objectives/targets are achieved.

READING ASSESSMENT

Teachers in Year Two and KS2 assess reading progress each week using the school reading progression sheets during Guided Reading sessions. EYFS/Y1 assess reading as part of their general assessment process (see above). At the end of the year, teachers assess children using these progression sheets as well as administering a test as follows:

Year Group	Test
EY	Little Wandle assessments
1	Little Wandle assessments, Phonic Screening Check
2	Reading progression sheets plus Key Stage 1 SAT (Summer) Little Wandle assessments for any children who did not pass phonics screening in Year 1 or haven't exited the LW programme.
3	Reading progression sheets plus PIRA tests (Autumn, Spring, Summer) Little Wandle assessments for any children who did not pass phonics screening in Year 1 or haven't exited the LW programme.
4	Reading progression sheets plus PIRA tests (Autumn, Spring, Summer) Little Wandle assessments for any children who did not pass phonics screening in Year 1 or haven't exited the LW programme.
5	Reading progression sheets plus PIRA tests (Autumn, Spring). A past SAT paper is used in Summer Little Wandle assessments for any children who did not pass phonics screening in Year 1 or haven't exited the LW programme.
6	Reading progression sheets plus Key Stage 2 SAT (Summer)

All teachers from Y2 to Y6 highlight the "Progression in Reading" sheets which assess the children against the objectives in the National Curriculum. Teachers dot and date the objectives when they are achieved by each child (usually twice), but only highlight when they are confident that this is the case. Teachers highlight in **orange during the Autumn Term**, **green in the Spring Term** and **yellow in the Summer Term**. This allows teachers to see when the children have acquired the necessary knowledge. Teachers can see, at the end of the year, if the child is emerging, developing or secure insofar as their year group is concerned.

MATHS ASSESSMENT

KS1 and KS2 teachers assess pupils using National Curriculum statements and this is done using the Insight tracking system. Each objective is assessed using the following numbers: 0 = taught, but not yet understood; 1 = some evidence, but not yet secure; 2=further evidence seen, but objective still not secure; 3=objective secure. As each child has their own data sheet on Insight tracking, the teacher/maths lead can see, at a glance, if the child is below, just below, expected or at greater depth.

At a glance, this is how maths is assessed in each year group:

	Autumn	Spring	Summer
EYFS (Baseline assessments take place in Nursey and Reception, depending on the term the child arrives).	Ongoing assessments	Ongoing assessments	Ongoing assessments
Y1	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements

Y2	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements	Key stage 1 SAT Insight tracker statements
Y3	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements
Y4	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements
Y5	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements	White Rose Assessments Insight tracker statements
Y6	White Rose assessments, past Key Stage 2 SATs Insight tracker statements	Past Key Stage 2 SATs Insight tracker statements	Key Stage 2 SAT

Science Assessment.

At the start of each science topic, children record their prior knowledge in a mind map format. This is structured around a number of questions corresponding to the science objectives that were asked last time the science topic was taught i.e. in a previous year. If the prior knowledge is not secure, this will inform the planning and sequencing of science lessons. Children will also be asked to record their knowledge of the planned science objectives for their year (again in the form of questions on a mind map).

In Year One, the same procedure will be followed but the mind map will be based on whole class discussion and guided by a teacher. In Early Years, a mind map will be produced as a class and stuck into the Learning Journey floorbook.

For children whose literacy skills are a barrier, alternative means of recording understanding or learning will be used e.g. videos or drawing pictures with an adult scribing the child's spoken understanding.

After the topic is completed, the mind maps will be revisited and new knowledge/understanding will be added in a different colour.

The outcome of the post-topic learning task will inform the termly assessment of science. Teachers should also consider the end points for science knowledge and the end points for working scientifically when making their judgements. The assessment is put onto the Insight Tracker in accordance with the school assessment timetable.

Foundation Subjects:

All subjects are assessed using a variety of techniques e.g. mind maps, double page spreads, observations, discussions and analysis of work. Teachers then input data on our insight tracker each term and subject leaders analyse this data to inform future planning.

Changes made 2020

Page 1: Changed names and dates, added local to last sentence

Page 2: second bullet point added." although some of these have been adapted to match our planning" added.

Page 3: 17 strands changed to 17 early Learning Goals.

In addition, children are given targets in the form of post-its (KS1) or target cards (KS2).

Altered. Focus maths, optional tests for years 3 - 5 - removed

a range of Phonic assessments for EYFS and KS1 added

Page 4: added 'orally or in written form'

Page 5: Changed tense throughout. Added: Teachers in KS1 and KS2 assess reading progress each week using the school reading progression sheets during Guided Reading sessions. EYFS assess reading as part of their general assessment process (see above), but children in Reception also take part in Guided Reading sessions and use the same proforma for recording these sessions as KS1 and KS2.

Page 6: added a row to table to include EYFS

Changes made 2022

Page 4- Abacus tests removed, White Rose assessments added

- Little Wandle Letters and Sounds revised Phonic assessments added

- As part of our RAP team, moderation takes place at least once a year in writing to ensure judgements are secure added

- PIRA tests added

Page 5- in maths teachers mark each day, using the marking code and adding challenges/questions where appropriate.

Changes made 2024

Pg 3 skills changed to knowledge/skills

Pg 3 removed-(for reading, writing and maths, we use SBC's progression sheets although some of these have been adapted to match our planning).

Pg 3-removed-, and these are regularly sent home so that parents are aware of what their child has learnt and what they need to learn next.

Pg 3- added- In maths, this is completed on our Insight Tracking system.

Pg 4- added-(this is recorded on our Insight tracker)

Pg 4- removed- and Salford reading tests

Pg 4- added- foundation subject assessments such as double page spreads and mind maps

Pg 8 added science assessment section

Pg 8 added- Foundation Subjects: all subjects are assessed using a variety of techniques e.g. mind maps, double page spreads, observations, discussions and analysis of work. Teachers then input data on our insight tracker each term and subject leaders analyse this data to inform future planning.

Y1 changes to reading assessment due to little Wandle programme.