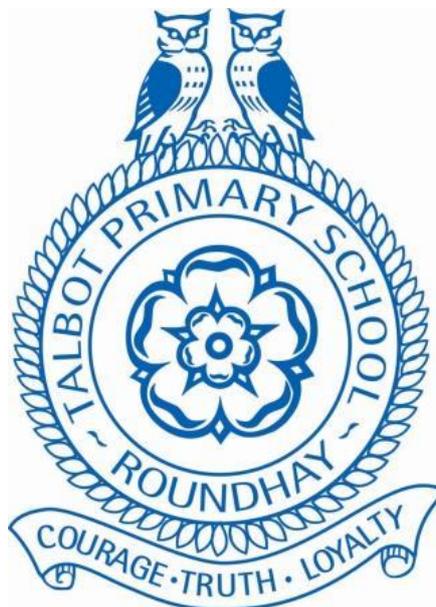


Talbot Primary School



Assessment Policy

Reviewed/Revised: January 2025
Next review: January 2027

Office use:

Statutory	-
Web	✓
Staff Notices	✓

Aims:

The National Curriculum is founded on the principle that teachers should ensure children have a secure understanding of key ideas and concepts before moving onto the next phase of learning. The assessment, recording and reporting system at Talbot Primary School has been designed to do this in an efficient, accurate and meaningful manner.

Every teacher, child, parent, carer and school leader know how well each child is doing, and what they need to do to improve further. This knowledge is at an individual, group, class and whole school level.

The Purpose and Nature of Assessment:

The primary purpose of all assessment is to support the teaching and learning process by knowing how well each child is doing in their learning and understanding what they need to do next to improve further. There are three strands of assessment, used to create a complete picture: formative tasks, periodic internal tests and nationally standardised summative assessments.

The National Curriculum:

All learning at Talbot is based on the programmes of study set out in the National Curriculum; each year, children are taught the relevant curriculum coverage for their year group. Evidence for this can be seen in teacher planning, lesson slides, children's books and by talking to children themselves. Formal assessments of the progress each child is making, against the national curriculum, are made termly and are recorded on Sonar (school's tracking software).

Formative Assessment:

We are fundamentally committed to formative assessment practices, rooted in whole school Assessment for Learning techniques, that are known to be effective. This is because on-going assessments allow teachers to re-shape learning in-the-moment, in response to what they observe in class. As the collection of assessment information has no intrinsic benefit, we do this sparingly and in the most efficient way possible.

- Children are provided with Learning Objectives from (or closely based upon) the National Curriculum. These are marked with one pink tick to show a child has partially achieved the learning objective, or with two pink ticks to demonstrate they have achieved the entire learning objective.
- Verbal Feedback is provided continuously, as it is known to make the greatest impact on learning. It is rooted in a strong talking culture, using the Talk Matters strategies of Active Listening and Skilled Speaking. Verbal Feedback can be to the whole class, groups, between peers or to individuals, but it should always be specific and concise. It is may be indicated by the letters VF in written marking and is sometimes followed by a short comment.
- Deep questioning is used skilfully, on an on-going basis, to identify misconceptions, to reshape thinking and to move children on. This forms the bedrock of good practice and must not be seen as intimidating by the children. Effective questioning is particularly important for engaging passive, quiet and disadvantaged children, children with English as an Additional Language (EAL) and children with SEND; therefore, Key Questions are planned into the teaching.
- Low stake quizzes are short, informal tests on core aspects of learning, e.g., the content of Knowledge Organisers in Science, geography and history. Low stake Quizzes identify what is important to remember (focus); encourage children to learn it (revision); help them remember it (recall); supports spaced learning (retention); and reveals what is not learnt (to support planning). They are woven into the lesson sequences.
- Summarising is a powerful tool, as the child has to think broadly about a range of information and decide what to include, what to leave out, how to sequence it and which links to make. Doing this develops schema: the web of knowledge about a particular topic, securing it against multiple reference points. It also makes future learning far easier.
- Where children are successful, written comments are made in pink. These are used to motivate children, highlight significant improvements or to support conversations about improvements. Next Step comments are used to address misconceptions, consolidate learning in a new way and/or move learning on; they are completed in Green Pen and children respond in Purple Pen. All written comments are used sparingly, because they are time consuming and research demonstrates their impact is limited (Education Endowment Fund sponsored research, "A Marked Improvement: a review on the evidence on written marking", by Victoria Elliot, et al, April 2016).

- Peer and/or self-assessments are used frequently, as these strategies are also known to support effective learning.
- At the end of the lesson, teachers review the completed learning; they consider what they observed and review the children's books. Teachers use this information to plan opportunities to tackle any common misconceptions that may have arisen, reinforce key learning points or to make connections with other learning. Direct, verbal feedback is taught at the start of the next lesson (of the same subject), supporting children to interact with the feedback and learn from it to move their learning forward.

Summative data:

Summative data gives a broad view of how well each child, group or class are achieving in a given subject over time. These assessments are made against National Age Expectations where applicable, and on successfully completing the relevant National Curriculum objectives as laid out in the Medium Term Plans (MTPs) at Talbot Primary School.

- In Early Years, teaching and therefore assessment is based on each child's individual knowledge and prior learning; opportunities are provided for them to learn through their own particular interests making each journey unique. Early Years children are assessed against seven action points each term and, at the end of Reception, children are further assessed against the Early Learning Goals. All assessments are based upon the observations by staff, against the milestones described in the Early Years curriculum at Talbot. Currently, these assessments are recorded on internal documents.
- From Year 1 to Year 6, the Summative assessments for reading, writing and maths are moderated with year group partners and senior leaders, ensuring consistency in approach and standards. Discussions are based on the teacher's knowledge of each child, and triangulated with evidence from age-standardised tests, writing moderation and work in books. These assessments are recorded on Sonar. Termly data input meetings are also used as a formal Pupil Progress Review point, where discussions are held to challenge and support teachers about ways to support children who are falling behind or at risk of falling behind their expected levels of progress.
- School uses a range of published, age-standardised assessment materials to verify judgements; these include KS1 SATs papers, KS2 SATs papers, PIRA tests (Progress In Reading Assessment), PUMA tests (Progress In Understanding Mathematics Assessment), White Rose Maths Tests and/or Rising Stars tests.
- From Year 1 to Year 6, foundation subjects ensure children understand and retain the relevant component knowledge (both subject and disciplinary) taught over a given term, as laid out in the Medium Term Plans (MTPs) at Talbot Primary School. These assessments are moderated with year group partners, ensuring consistency in approach and standards. These assessments are recorded on Sonar.
- Children with significant SEND needs may struggle to access the Age-Expectations for their year group. Where this is the case, they are assessed using B-Squared and/or pre-key stage standards as appropriate. This approach ensures that small gains in progress are captured accurately.

Termly, summative data is collated and analysed, allowing trends to be identified in individual subjects, for year groups, for significant groups of children and for vulnerable groups of children. The summative data helps identify potential lines of enquiry, i.e., where a different approach might be required to improve learning at a more strategic level. This is done through Monitoring and Evaluation exercises, staff meetings, SIP meetings and SLT meetings, or included in the School Improvement Plan (SIP) as appropriate. It also helps identify what is working well, so good practice can be developed further.

Annual Summative Assessment:

This is the formal recognition of children's achievement, which is reported to parents and carers at the end of the academic year. The written, annual report includes clear statements describing how each child has performed in their current class.

- Nursery and Reception children are teacher assessed against Talbot's Curriculum in Action termly milestones.
- Reception children are also assessed against the national Early Learning Goals (ELGs).
- All children in Key Stage 1 and Key Stage 2 are teacher assessed against their progress in completing the National Curriculum, in each subject they are taught.
- Year 1 children are also assessed in Phonics (Phonics Screening Test).
- Year 2 children, who did not pass the Year 1 phonics screening, are reassessed in this skill (Phonics Screening Test).

- Year 4 children are also assessed via the national Times Table Tests; they receive a score out of 25.
- Year 6 children's reading, spelling punctuation and grammar and mathematics are assessed via the KS2 SATs, which replaces teacher assessment for these subjects; they receive a national scaled score.

Annual reports for each child provide contextual information to help parents/carers form a complete picture of how their child is learning, including the effort they are demonstrating in each subject. Reports include specific successes and important next steps in their learning, general interests, any specific accomplishments, friendships and anything else that is considered relevant.

Leadership and Management of Assessment:

The Head teacher and the Assessment Leader have overall responsibility for the assessment systems and practices within school. However, some responsibilities are devolved to Subject Leaders, class teachers, teaching assistants and the children themselves.

On-going CPD helps teachers secure and develop their general understanding of assessment; this is done on a continuous basis. This training is delivered as INSET within school, specific 1:1 support for colleagues or through external courses.

Teachers also continue to standardise their understanding of assessment through a variety of moderation exercises. This includes work within year groups, phases, across school and with local schools.

Reporting to Parents:

Parents are informed how well their children progressing and achieving on a termly basis (this is done through parent/carer meetings in the autumn and spring terms and through written reports in the summer term). Individual parents/carers can also meet staff to discuss specific issues, at any point during the year.

Governance:

The Governing Board review data and assessment arrangements on an on-going basis, specifically through the School Improvement Sub-committee; key findings are shared at Full Governing Board meetings.

Evaluation:

Assessment is a standing item on the School Improvement Plan (SIP).

The Assessment, Recording and Reporting Policy is evaluated every two years.