



CHINLEY PRIMARY SCHOOL

ASSESSMENT POLICY

INTRODUCTION

At Chinley Primary School, we believe that assessment should begin with the curriculum and provide teachers, pupils and parents with information that guides their learning. Assessment plays a vital role in giving teachers the necessary information they need to ensure that pupils make progress and are secure in their understanding of concepts. Assessment is a vital tool in target setting and planning for children's next steps in learning; for parents and carers, assessment information provides them with an understanding of how they can help and support their children at home.

The National Curriculum gives schools the freedom to develop their own curriculum, within the new programmes of study, which best meets the children and community where the school is. Alongside this, the Department for Education (DfE) asks schools to introduce their own approach to assessment as levels became obsolete in 2016.

AIMS

The aims of our adopted approach to assessment are:

- Assessment should support good or outstanding progress.
- A system understood by pupils, parents and staff.
- There should be a balance between formative and summative assessment.
- Assessment **MUST** inform teaching and learning next steps.
- Assessment must involve the learner.
- There must be a common language for assessment.
- Assessments drawn from a range of sources.

CHINLEY SCHOOL APPROACH TO ASSESSMENT

We have developed a system of assessment providing information to support next steps for learning; ensuring that children who require extra support or challenge identified and provides useful tracking information in order that we can accurately report children's progress to their parents.

At Chinley School we use **age related expectations** - these are the key skills which children should master, appropriate for their age, as set out in the National Curriculum.

The common language used when describing children's achievements and when reporting to parents is:

Working towards relating to children working below the typical expectations for their year group.

Working at expected relating to children working within the typical expectations for their year group.

Working at Greater Depth relating to children working above the typical expectations for their year group.



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These judgments will be based upon the extent to which a pupil is showing secure understanding of the skills or knowledge being taught using a 'best fit' approach; however by using a grid of key skills teachers can easily identify and address any gaps in knowledge within the broader judgment.

Children learn at different rates and often require extra support or challenge as they move through school so at times they may exceed these expectations or be working towards them.

METHODS OF ASSESSMENT

Assessment takes place all the time in every classroom through teachers using the children's responses to change teaching approach, measure understanding and to move the children's understanding forwards. A range of methods used through school:

Formative Assessment

Ongoing assessment supports planning for next steps to learning; these are the basis for Assessment for Learning, examples of ongoing assessment includes:

- Questioning: targeted questions, open questions to develop thinking skills, yes/no to check understanding.
- Marking and Feedback: how well does the marking support learning and progress; is the marking regular and useful.
- That feedback is useful and acted upon and that corrections completed.
- Book scrutiny: looking at how secure children are in using learned skills in a transferable way across a range of subjects.
- Peer and self-assessment: do the children know what a successful piece of work looks like and can they talk about/record next steps to improvement?

Summative Assessment

Writing

The subject leaders for English have created a progression map for writing which includes the small steps which children must make in order to be successful writers across the different year groups. These objectives are the used as a checklist for pupil progress. Individual pieces of writing are assessed against specific criteria lifted from this document which then informs the summative assessment sheet.

Teachers will not make a judgement based on a simple count of ticks against criteria; they will make an holistic judgement taking in to account content, grammar, punctuation, spelling, structure and genre. Writing will be judges as 'working towards'; 'expected' or 'greater depth'.

Moderation both internal and external provides the quality assurance required to ensure that judgements are accurate.



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In Years 6 and 2 teachers will use the DfE Interim Statements to judge writing to be at the expected level or at greater depth.

All assessment progression maps are published on the school website for parents to refer to.

Reading

We will use the summative assessment tests – *NFER* – at three points in the year (December, April, June) to calculate standardized scores in reading. Year 1 and Year 2 will use *NFER* summative assessments in Spring and Summer terms.

The *NFER* gaps analysis provides further information for teachers and parents with regards to planning next steps and whole class focused activities. This information is fed forward to the next teacher in July each year.

In addition to the *NFER* suite of assessments our Year 1 and Year 2 classes will use the *Jolly Grammar* assessment materials to check on pupil progress.

English Grammar, Punctuation and Spelling (EGaPS)

We will use the summative assessment tests – *NFER* – at three points in the year (December, April, June) to calculate standardized scores in EGaPS. In addition, teachers use spelling tests throughout the year to track pupil progress in this area.

Mathematics

Regular, focused assessments will take place throughout school, providing valuable information about where the pupils are at and can inform next steps for learning.

Focused assessments; particular concepts in maths using *White Rose Maths* end of unit assessments. Commercially purchased tests - *NFER* materials in years 1-5 and past SAT papers in Year 6 and Year 2 provide standardised scores. As with reading tests the gaps analysis provides teachers with the information they need in order to plan for next steps for pupils' learning.

REPORTING ATTAINMENT AND PROGRESS TO PUPILS AND PARENTS

A common language is used through school. When reporting to parents teachers will refer to success against the age related expectations:

Your child is working within the expected range for their age, for example...

Your child is working towards the expected range in.....but has been successful in....

Your child has demonstrated a very good understanding of the key skills for their age in writing and is working above the expected range for their age; examples of higher-level writing include....



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MONITORING AND EVALUATION

At Chinley School, we are committed to ensuring that judgments that teachers make are accurate and consistent through school. We have developed internal systems to do this and quality assure our judgements with external partners. Examples of the types of activities include:

- Internal moderation of writing and maths; whole staff work sharing to agree judgments are accurate.
- School leaders across the core subjects conduct learning walks to check quality of teaching; they complete scrutiny of marking and feedback to ensure it is effective in supporting pupil progress.
- SENCO monitors the success of interventions through feedback sheets and discussions.
- Engagement in all external and cluster moderation opportunities, often leading them; these are mainly linked to writing judgments.
- Governors have completed and continue to complete book scrutiny with subject leaders; foci have included marking and feedback; presentation and agreeing age related expectations.

The key to internal moderation is that it is completed by the whole teaching staff which ensures that all year group teachers are aware of the expectations through school and this ensures aspirational targets for progress and achievement. This is extended to external moderation within our cluster group of schools.

Tracking systems are in place to ensure that pupils are working at least within the age expected range for their year group. Where pupil progress or achievement is slow, interventions are quickly in place to support the children at risk of under-achievement.

PROGRESS MEASURES

Targets are set for every child to make expected progress between Years 2 and 6 and for some children to exceed expected progress. Our attainment targets use the end of Key Stage 1 teacher assessments, underpinned by test data. Any target is always set at least at national levels.

It should be noted that progress measures are evolving (no progress measures in 2024 and 2025) as well as progress being measured against EYFS outcomes from 2030. However, the full detail of how these changes will be implemented have not been released by the DfE at time of writing.

Policy Reviewed by Peter Lambert, Headteacher

October 2023

Agreed by CLC Committee

Minute number: CLC041023/11a

Next review: October 2027



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APPENDIX 1 – SCHOOL REPORT TO PARENTS TEMPLATE – Y1 – Y6



Chinley Primary School

Annual Report to Parents.

Report On:

Year:

Date:

Class Teacher:



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CLASS TEACHER'S COMMENTS

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HOW TO HELP YOUR CHILD AT HOME

READING	
WRITING	
MATHEMATICS	

HEADTEACHER'S COMMENTS

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CHILD'S COMMENTS

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ACHIEVEMENTS IN NATIONAL CURRICULUM SUBJECTS *Statements are in relation to N.C. level descriptions.*

1. Your child needs help from a teacher to do this. ✓
2. Your child has a clear understanding and works independently. ✓
3. Your child is particularly good at this. ✓

ENGLISH READING				1	2	3
Attainment	Working above age related expectation		Working at age related expectations	Working towards age related expectations		
Attitude to Learning	Excellent	Good	Varies	Needs to improve		
ENGLISH WRITING				1	2	3
Attainment	Working above age related expectation		Working at age related expectations	Working towards age related expectations		
Attitude to Learning	Excellent	Good	Varies	Needs to improve		
MATHEMATICS				1	2	3
Attainment	Working above age related expectation		Working at age related expectations	Working towards age related expectations		
Attitude to Learning	Excellent	Good	Varies	Needs to improve		



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SCIENCE				1	2	3
Attainment	Working above age related expectation		Working at age related expectations		Working towards age related expectations	
Attitude to Learning	Excellent	Good	Varies		Needs to improve	

ART, DESIGN AND TECHNOLOGY				1	2	3
Attitude to Learning	Excellent	Good	Varies	Needs to improve		

GEOGRPAHY				1	2	3
Attitude to Learning	Excellent	Good	Varies	Needs to improve		

HISTORY				1	2	3
Attitude to Learning	Excellent	Good	Varies	Needs to improve		



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COMPUTING				1	2	3
Attitude to Learning	Excellent	Good	Varies	Needs to improve		

MUSIC				1	2	3
Attitude to Learning	Excellent	Good	Varies	Needs to improve		

PERSONAL, SOCIAL, HEALTH, EMOTIONAL AND ECONOMIC EDUCARION (PSHEE)				1	2	3
Attitude to Learning	Excellent	Good	Varies	Needs to improve		

PHYSICAL EDUCATION				1	2	3
Attitude to Learning	Excellent	Good	Varies	Needs to improve		

RELIGIOUS EDUCATION				1	2	3
Attitude to Learning	Excellent	Good	Varies	Needs to improve		