

## **ASSESSMENT POLICY**

**September 2025**

**Responsibility:** Nicki Starling

**Review Date:** September 2026



### **Rationale**

Assessment lies at the heart of the learning process. It determines where a child is in this process so that effective and appropriate action can be taken to ensure that progress is made. It is every member of staff's responsibility to be involved in assessing children to identify next steps in learning.

### **Aims**

Our aims at Dovers Green School when assessing are to:

- find out what the child knows, understands and can do in order to identify strengths and needs to plan effectively so that next steps in learning can be planned for.
- raise standards of achievement through raising teacher and pupil expectation.
- be an integral part of the school's planning, teaching, reviewing; learning and monitoring cycle.
- motivate children to be aware of their own strengths and areas for development through high quality feedback, both written and oral.
- involve pupils in the reviewing of their own progress, setting clear and attainable targets and to enable them to develop strategies which enhance their learning.
- improve curriculum planning and strengthen learning by evaluating our own teaching and reviewing classroom organisation.
- promote and facilitate continuity and progression between years and other schools.
- promote consistency within year groups.
- provide information for pupils, teachers, parents, Governors, Ofsted, other staff, LA, Greensand MAT and DfE.
- address equality of opportunity.
- ensure statutory requirements for assessment are met.

Assessment is an integral part of the educational process and should be incorporated systematically into all aspects of learning and teaching. It provides the framework through which pupil progress can be followed, expressed and recorded and future stages in learning planned in response to pupils' needs. Assessment breaks down into four main types. Each serves a different and distinct purpose and each has its place. Effective practice in assessment includes all types:

#### **Formative Assessment**

*(Assessment **for** Learning) is day to day on-going assessment, based on how well children fulfil learning intentions, providing feedback and involving children in improving their learning. It can be diagnostic and evaluative to enable teachers to decide what pupils need to learn next and it allows teachers to adjust planning in response.*

#### **Summative Assessment**

*(Assessment **of** Learning) is snapshot testing which establishes what a child can do at that time. It is carried out at the end of a unit, term, year or key stage in order to make judgments about pupils' attainment in relation to school and national standards. This includes the Early Years Foundation Stage (EYFS) Profile and National Curriculum tests and tasks.*

#### **Evaluative Assessment**

*Evaluative assessment shows the effectiveness of a school's learning and teaching within each subject taught and across the curriculum as a whole.*

#### **Diagnostic Assessment**

*This gives information that will help a teacher understand any difficulties a child might be having and how they can be helped to overcome these. The SENCo and staff from outside agencies would be involved in any diagnostic testing.*

## Guidelines

Assessment is an essential part of curriculum planning and evaluation and should be matched to criteria that are clearly identified and understood. Unplanned learning outcomes need to be included in formative assessment. Strategies should be embedded into units of work which:-

- identify learning objectives with appropriate learning outcomes and ensure that children understand how they can achieve these.
- support the identification of individual pupil's needs.
- give pupils the maximum opportunity to demonstrate what they can do.
- encourage pupil self-assessment.

Assessment should extend beyond the boundaries of the National Curriculum and the Early Years Curriculum to include positive achievements made by pupils in school. At Dovers Green we recognise that we, 'Can't always measure what we treasure,' meaning that whilst academic progress and attainment is important, we also aim to develop the whole child which may be less easy to assess.

As pupils progress through their schooling, a balance between teacher assessment, self-assessment, standardised and national assessments will indicate attainment. The ongoing record of a pupil's progress needs to be matched to formative assessments. Critical learning points are highlighted and recorded on Arbor and/or Show Progress. These form the basis for planning the next stages in learning and to record the steps that support teacher's overall judgments of a child's attainment. Summative assessments are made at clearly identified times during and at the end of key stages.

## Planning

### Long term:

A variety of approaches will be used to manage and deliver the curriculum to ensure breadth and balance and help plot continuity and progression.

### Medium term:

Half-termly planning in all year groups detailing the knowledge, skills and understanding to be developed within each subject area and identifies clear learning objectives.

### Short term:

Weekly/daily planning.

Regular assessment and record keeping takes place as part of an ongoing process which includes: -

- observation of a group or an individual during an activity by the class teacher or teaching assistant.
- the use of Arbor, observations, RAG rated sheets, are used by the teachers to plan next steps in learning.
- in Butterflies, 'Show Progress' is an online tool on which teachers track children's progress against their individual targets thereby enabling them to track small steps of progress in terms of meeting EHCP outcomes and plan next steps in learning.
- talking, listening to and questioning the child.
- photographic evidence.
- reading records and guided reading notes.
- half-termly RWI assessments.
- PM benchmarking.
- teacher devised assessment tasks.
- sharing success criteria for each activity to aid pupil self-assessment.
- assessment leading to support if necessary - HFW (reading/writing), phonics, maths basic skills.
- evaluation of learning against main foundation stage learning objectives.
- normative tests (optional SATs, EYFS baseline and EYFS Profile).
- individual next steps set for Maths and English after a piece of work has been assessed for a specific focus.
- discussion between teachers and other adults working with children.
- lesson evaluations and reflection.
- whole school and cross school moderation.
- work sampling during planning meetings.
- verbal feedback throughout lessons.

- marking which is supportive, focuses on achievement and supports pupil self evaluation. (refer to "Marking Policy").
- progress recorded on Arbor.
- subject leader work scrutiny.
- Year 1 and 2 -NTS maths test.

### **Monitoring**

Each curriculum leader monitors his/her subject and feeds back to staff. SLT monitor teaching and learning. An action plan is drawn up as a result. Each teacher keeps records in order to track pupil's English and Maths progress that informs future planning and target setting. This enables more focused teaching and learning to take place in order to raise standards. Target setting takes place at different levels i.e. individual, class, year group and whole school. These are based on National Curriculum levels in year two, age related expectations in year one and in EYFS. Approaches may be through target setting, focused marking, pupil self-assessment and high quality feedback to pupils.

### **Evidence and Record Keeping**

- Planning: half termly plans, weekly planning sheet or timetable with assessment comments, english planning, maths lesson planning; foundation subject planning.
- Arbor - detailed analysis of progress, and attainment for different groups of children.
- Interventions are RAG rated and feedback is given in team meetings.
- Foundation Subjects assessed against key objectives on Arbor.
- English Assessments - progress is seen through a wide range of evidence such as: Read Write Inc assessments; high frequency words - reading and spelling, phonics levels, phonics assessments half termly, PM Benchmarking, half - termly pieces of independent writing, guided reading assessment sheet, class reading folders.
- Writing assessments.
- 'About Me' - self-portrait completed termly. To be put in the sketch books.
- Foundation Stage Profile (leading to analysis of results to inform planning)
- Optional KS1 tests and tasks for ongoing assessment.
- Key Stage 1 tests and tasks from previous years (results are analysed.)
- Individual Support Plans (ISPs) (where appropriate.)
- Parent/Teacher consultation notes.
- Annual Record of Achievement.
- Pupil Passports for children in Butterflies.
- Speech and Language assessments.
- Pupil Premium action meetings.
- Intervention monitoring.

All relevant records on individuals are passed on to the next class or school. Record keeping is reviewed to accommodate current statutory requirements and changes in the Foundation Stage and the National Curriculum.

### **Assessment of Foundation Subjects**

In KS1 children are assessed against skills and knowledge taken from the National Curriculum for each Foundation Subject. Subject Leaders ensure skills and knowledge are suitably split between year 1 and 2 to ensure progression. These skills are referred to when planning and assessed against as the year progresses. End of year reports refer back to these skills and knowledge for each child, and teachers give the skills a grade for achievement and for effort. At the end of the academic year Subject Leaders analyse children's progress, which then informs future actions and planning for the following year.

### **Assessment in the ASD Centre**

Children in EYFS are assessed against The Early Years Foundation Stage in the EYFS. If at the end of the year they have not met the ELG they will continue to be assessed using this curriculum. If at the end of year 1 they are still working within the EYFS curriculum 'Show Progress' will be used to track their progress against individual targets and Pre-Key stage statements will be used to report at the end of KS1. To ensure consistency of assessment judgments the ASD Centre children are included in the school core subject moderation.

### **Achieving Consistency**

Moderation with other schools is arranged locally within Greensand Academy schools. In writing, KS1 assess against a set of academy agreed objectives. In order to support this and achieve consistency of judgement, we moderate using and age-related expectations in years one and two, this includes the children in the ASD Centre. Across year moderation is completed regularly throughout the year for the core subjects. Teachers attend moderation training.

### **Analysing Results**

The EYFS Profile, end of year one and end of Key stage One attainments are analysed to inform future planning and evaluate the effectiveness of teaching within the school. Results are evaluated against the cohort of children, previous screening results, previous results in the same subject, national data, gender and different disadvantaged groups. Data is also presented on tracking sheets for the core subjects to show progress in year from starting points.

At the end of each term every teacher analyses their class data from Arbor that show attainment, progress in term, progress in year and for year 2 progress across the key stage. The data is also compared using filters of gender and disadvantaged groups. Progress meetings are then held with the teachers and Headteacher (and where possible the year group leader) to discuss focus children based on slower than expected progress and to set targets for individual children or groups of children as required.

The analysis of data is used to identify next steps in learning, plan interventions and will enable the identification of targets to be set for raising standards. These targets are identified at individual, group, class, year group and whole school levels.

Core subject leaders and year group leaders analyse data termly.

### **Reporting to Parents**

Reports will be given to parents once an academic year. These reports are a written record of achievement in accordance with statutory requirements. They provide information about pupil progress; recognise effort as well as achievement and identify areas for improvement. The reports are based on evidence from teachers' record keeping and include a statement on the personal development of the individual child. One copy of the report will be sent to parents and another kept in school in the child's file. We lead at least two curriculum evenings a year to support parents understanding of how their children are taught.

At the end of Foundation Stage parents receive the EYFS Profile. Year 1 parents receive results of the Phonics Screening. Year two parents are advised of attainment in the core subjects - Maths, English and Science at the end of KS1.

Parent/Teacher consultations are in the autumn and spring terms and an open evening in the summer term.

### **Parental Involvement**

Parents are encouraged to:

- share their child's pre-school achievements at a home visit
- make comments in a home/school reading diary
- attend parent/teacher consultations
- support children with any home activity including reading and spelling of high frequency words and Numbots
- complete WOW slips in EYFS to record any significant achievement from home
- support future targets set in end of year report
- we run regular sessions throughout the year where parents are invited in to school
- meet regularly with staff to review Individual Support Plans if their child is on the Code of Practice.

## **Responsibilities**

The Governors have a statutory duty to ensure that:

- the Foundation Stage and the National Curriculum, including assessments and reporting arrangements are implemented;
- the Headteacher is promoting consistent judgements which conform to standards nationally;
- teachers have adequate opportunities to become familiar with national assessment standards;
- the Secretary of State is provided with the required assessment information;
- specific information on National Curriculum results are published in school prospectuses and the Governors' annual report.

## **The Headteacher will ensure that:**

- the Foundation Stage and the National Curriculum, including assessment and reporting arrangements are implemented;
- all teachers are provided with opportunities to become familiar with national assessment standards through moderation and appropriate training.
- there is a coherent whole school assessment policy;
- formative assessment information is systematically and regularly collected, recorded and periodically reviewed throughout the key stage;
- accessible summative records are kept which are supported by appropriate evidence;
- the Year One Phonics Screening check is implemented according to the set guidance and results are reported to the Local Authority and to parents;
- those year one children who did not reach the threshold mark are screened during the stated time span in year two;
- end of key stage assessment requirements are met;
- end of key stage data is submitted to the DfE through the appropriate channels;
- reporting regulations are carried out.

## **Equal Opportunities and Inclusion**

All children will be assessed according to the needs of the individual. All assessments are equally accessible irrespective of gender, ethnic background or intellectual ability. Inclusion supports the provision of effective learning opportunities for all pupils.

## **Phonic tracking**

- Children will be assessed half-termly on the phonics sounds as per the guidance in the Read, Write Inc programme.
- The results will be completed on a recording sheet so progression can be identified and groups are set with fluidity to ensure children are working within the correct phase.
- Foundation stage children and SEND children may need to be tested repeatedly to ensure that children's knowledge is secure.
- Interventions are automatically put into place for those falling under ARE.

## **High Frequency words**

- Children are taught the reading and writing of the focus words they are working on in EYFS and Key Stage 1. Appropriate words are sent to parents to practise at home.

## **PM Benchmarking**

- Children should be benchmarked whenever it is felt they need to move up a level and it should be used as a confirmation of your teacher assessment.

## **Arbor**

- Arbor is a web based programme that is used to record children's progress as part of an on-going process. It allows teachers to track the success and gaps of pupils against National Curriculum objectives (except PE and RE which are assessed using a different format) and focuses on the attainment and progress of each pupil.