



*As each has received a gift, use it to serve one another, as good stewards of
God's varied grace
1 Peter 4:10*

Work together, learn together, grow together...

Assessment Policy

All policies at Tacolneston & Morley CE Primary Academies Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Agreed: Autumn 2022

Head Teacher:

Governor:

Review: Autumn 2025

Tacolneston & Morley CE Primary Academies Federation

Assessment Policy

Head Teacher: Laura Green

Chair of Governors: Alan Kent

Rationale:

Children's progress is closely monitored in our schools. Assessment lies at the heart of the process of promoting children's learning. All assessment activities aim to ensure that our children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our schools are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data;
- to allow us to benchmark our children's achievement against other schools to monitor our impact.

Assessment Process:

Early Years Foundation Stage

Baseline assessment – This is carried out in the first half term for our reception children. Whilst this assessment is for the DFE, teachers make notes of strengths and weaknesses of the cohort and use this to target ongoing teaching. Most reception age children are working within the 40-60 month stage as they begin school.

All children have a learning journey, which acts as a record of each child and an evidence base for observation and progress. These are shared regularly with parents, carers and the children themselves.

At the end of the Early Years Foundation stage, children are assessed in line with statutory requirements as emerging or expected. This is recorded on our initial tracking system, however, where 'emerging' provides insufficient detail, we use the development matters statements (e.g. 40 – 60 developing) to ensure accurate reflection of achievement. These details passed onto our Year One teachers.

Year One Phonics Check:

All children in Year 1 participate in a phonics check. This assessment is administered by the Year 1 teacher. Results are included within the Year 1 end of term report. An internal phonics tracking system is used to monitor children's progress in phonics and to target provision.

Year Four Times Tables Check:

All children in Year 4 participate in an online times tables check. This assessment is administered by the Year 4 teacher. Results are included within the Year 4 end of term report. An internal times tables tracking system is used to monitor children's progress in times tables knowledge and to target provision.

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SATS:

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents/carers. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and Assessment:

We provide feedback to children through marking, as well as oral feedback, so that they have specific advice about how to improve their work. Children are given time to read and review their work following marking. Marking identifies where children have achieved the objective and will give guidance on how to further improve the work. Children, where suitable, self and peer assess and reflect on their learning. They use green pens to mark; make improvements and/or add to their work. Refer to our Marking Policy for more information.

Teachers assess using the assessment criteria on our internal tracking system. This provides them with evidence to inform their termly summative judgements.

Most assessment information is collected through observations, information in books, pupil self-assessment; class quizzes; guided group sessions etc.

To support teacher assessment and to measure impacts of initiatives we use standardised testing materials three times per year for year 3-6 (PIXL) and twice a year for KS1 (PIXL). These are not used to decide the teacher assessment nor are they reported to parents or children. They are used to provide a prompt for moderation and discussion between teachers. Refer to the Assessment Cycle at Appendix 1.

Assessment information is used to inform planning and to identify children who may need extra support. It contributes to Class Progress meetings/discussions and toward accountability data.

Standardisation/Moderation:

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for assessment in the following ways:

- with colleagues in the Federation;
- with colleagues from other schools in the cluster;
- by attending Local Authority sessions to ensure our judgements are in line with other schools;
- by using exemplification materials

Parent/Carer Consultations:

Parent/carers consultation evenings take place in the autumn and spring terms.

Reports to Parents/Carers:

At the end of each year, parents/carers receive a full report detailing progress and achievements across the curriculum. The report is based on summative observations by the teachers.

Parents/carers are encouraged to provide feedback to the school.

Parents receive termly progress reports for Autumn and Spring and these provide details on the characteristics of effective learning and on achievement and progress in core subjects (see Appendix 2).

Inclusion:

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Tacolneston & Morley Primary Schools are inclusive schools and we work hard to meet the needs of all of our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs and additional support is deployed effectively. Where a child is not making the expected progress, the class teacher will work alongside the SENDCo, parents/carers and external agencies (where appropriate) to plan tailored support. We use Child Centred Plans, where appropriate, and these are reviewed regularly with the child and their parents/carers. Our SENDCo – Laura Ketley – is available to provide advice to staff and families. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. Refer to the Cluster SEND Policy for further information.

This policy should be read in conjunction with:

- Learning and Teaching Policy
- Marking Policy
- Cluster SEND Policy

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Appendix 1

ASSESSMENT CYCLE

MONTH	ASSESSMENT TASK
September	<ul style="list-style-type: none"> • EYFS Baseline • AR star reader quizzes and reading tracking sheet • Set writing and times tables targets for pupils • Weekly times tables and spellings tests • Quizzes in each topic lesson • SEN pupil passports and CCP's
October	<ul style="list-style-type: none"> • Phonics tracker autumn 1 • Multiplication tracker autumn 1 • Review writing and times tables targets • Update PIVATs for autumn term – orange or blue for baseline if a new child • NELI screening • Year 3-5 PIXL assessments
November	<ul style="list-style-type: none"> • AR star reader quizzes and reading tracking sheet • Year 6 PIXL assessment
December	<ul style="list-style-type: none"> • Big Write in Writing Portfolio books • Termly report to parents • Scholarpack updated for Autumn term • PIVATs completed for Autumn term – orange and update on scholarpack • Review writing and times tables targets • Phonics tracker 2
January	<ul style="list-style-type: none"> • SEN complete pupil passports ad CCP's • Year 1 – PIXL spring assessment
February	<ul style="list-style-type: none"> • Year 3- 5 PIXL spring assessment • Year 2 – PIXL sats papers • Phonics tracker Spring 1 • Multiplication tracker Spring 1 • Review writing and times tables targets • Update PIVATs – green for spring term
March	<ul style="list-style-type: none"> • Year 6 PIXL Sats • Big write in writing portfolio book • Update writing targets • Update multiplication targets • Phonics tracker Spring 2 • Multiplication tracker Spring 2 • AR star quizzes and reading tracking sheet • Scholarpack updated for each subject • PIVATs – green for spring and update on scholarpack • Termly progress report for parents/carers
April	<ul style="list-style-type: none"> • SEN – complete pupil passport and CCP's

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May	<ul style="list-style-type: none">• Y2 and Y6 SATs during May• Y1 – Spring Assessment – PIXL• Phonics tracker summer 1• Multiplication tracker summer 1• Review writing and time tables targets
June	<ul style="list-style-type: none">• Year 1 Phonic screening• EYFS Profile• AR star reader quizzes and reading tracker• Years 3-5 PIXL spring assessment• Year 4 times tables• End of year reports to parents written with a curriculum map
July	<ul style="list-style-type: none">• Big write in Writing portfolio books• Phonics tracker summer 2• Multiplication tracker summer 2• Scholarpack updates for each subject• PIVATS – yellow for summer and updated on scholarpack• Year 1's complete AR if appropriate and send log in details home

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Appendix 2



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Termly Progress Report

Child's Name: _____ Year Group: _____ Class Teacher: _____ Date: _____

Characteristics of Effective Learning:

		Not Yet	Occasionally	Frequently	Always
Engagement	Is keen to find out information explore ideas				
	Is willing to 'have a go'				
	Good peer interaction				
Motivation	Maintains focus and concentration				
	Perseveres				
	Shows desire to achieve a goal				
Creating and thinking critically	Solves problems				
	Thinks of their own ideas				
	Makes links and predictions				
	Reflects on their own learning				

Next Steps

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Attainment:	Reading	Writing	Maths
Working above age-related expectation			
Working at age-related expectation			
Working towards age-related expectation			
Working below age-related expectation			

