

Malmesbury Primary School



Assessment Policy

Prepared by	Lucy Rivaldi
Committee responsible	Standards
Date ratified by Governors	October 2024
Date for review	October 2026
Signed (Chair of Governors)	
Signed (Headteacher)	

Malmesbury Primary School Assessment Policy

At Malmesbury we believe that the purpose of assessment is to enhance and advance pupils' understanding, skills and knowledge of the curriculum and the wider world. The process of assessment should answer the question *"What have pupils learned and how securely and deeply have they learnt it?"* This will include the use of **formative assessment strategies** on a day-to-day basis in the classroom as well as **internal summative assessment strategies** to track pupil progress over time and monitor the performance of groups and cohorts of pupils.

In addition, there will continue to be **national summative assessments** at key points across the primary age range, such as the end of Key Stage tests.

Roles & Responsibilities

- Class teachers are responsible for the on-going summative and formative assessments of their class.
- SLT and school SENDCO periodically monitor assessment outcomes across the school.
- HT & DHT oversee the monitoring process and report outcomes to GB.

Assessment at Malmesbury will:

- Be consistently applied across the school and its aims understood by all
- Be closely linked to national standards that are well-defined and clearly understood by pupils and staff
- Have day-to-day in-school formative assessment at its heart
- Promote reflection by staff and pupils on how learning is progressing
- Help staff identify gaps and misconceptions
- Involve pupils in assessing their own achievements
- Help staff develop their expertise in assessing pupils' learning
- Give parents a picture of their child's achievements and the next steps in their development, based on the expectation for their year
- Track the progress and attainment of pupils as they move through the key stages and adapt and match provision to pupils' needs
- Enable school leaders to clearly demonstrate how well pupils are learning and achieving over time, through the use of clear, accurate and consistent summative information and data
- Help governors carry out their responsibility for holding the school to account
- Include regular moderation and progress meetings

Formative Assessment

Day-to-day formative assessment of learning in the classroom is integral to pupils attaining and progressing well. It provides information about pupils' knowledge, skills and understanding so that effective provision can be planned for all pupils. A wide range of "Assessment for Learning" strategies will be used to gain a secure understanding of each pupils' achievements and progress. Formative

assessment can be used as the basis for giving feedback to pupils and parents about what has been learnt and the next steps in their learning. See Appendix 1 for details of AfL strategies.

Internal Summative Assessments

Summative assessment quantifies attainment at a fixed point in time against a clearly defined standard and defines how much progress has been made over a period of time. As a result of effective formative assessment, teachers will have a wide evidence base for making judgements about the security and depth of pupils' learning and be able to use this to make summative judgements. This evidence could include:

- Work in books undertaken independently or with support
- Group and paired work
- Independent tasks
- Annotations on pupils' responses to tasks
- Discussions with pupil
- Responses to probing questions
- Evidence of pupils' applying skills across a variety of contexts
- Outcomes of open and rich tasks with cross-curricular opportunities
- Results and analysis of tests

Summative assessment gives pupils and parents information about how well a topic has been understood. It enables teachers to evaluate learning, the impact of their teaching and plan for future teaching. Teachers will use the evidence available to make summative judgements about how securely and how deeply pupils have met age related expectations (ARE).

At Malmesbury summative assessment data enables leaders to monitor the performance of individual pupils, cohorts and groups and enables governors and external audiences to identify strengths and areas for improvement.

At Malmesbury we analyse and share summative data for **English and Mathematics** on a termly basis about:

- The proportion of pupils working at, above or below age-related expectations in each class/year group based on in the National Curriculum for English (Reading and Writing) and Mathematics
- The proportion of pupils making expected or more than expected progress
- The attainment and progress of specific pupil groups

National summative assessments

There are statutory requirements for national assessment to take place as follows:

- The reception baseline assessment is completed for each child in the first 6 weeks they enter reception. The EYFS profile assessment is completed for each child at the end of reception
- Phonics Screening Check – taken by pupils in Year 1 with a re-check for pupils in Year 2 who did not meet the standard in Year 1
- End of Key Stage 1 – statutory tests and assessments – see Appendix 2

- Year 4 times table test – on-line test taken by children in summer term.
- End of Key Stage 2 - statutory tests and teacher assessments – see Appendix 3

Reporting to Parents

Parents' evenings are held each term when appointments are made to provide an opportunity for teachers, parents/carers and children to discuss progress and attainment. A written report is produced once a year in the summer term. This is sent to parents and they have an opportunity to discuss it at the following parents' evening.

Appendix 1: Assessment for Learning strategies

Questioning	• Assess pupils' starting points • Range of questions from literal to higher-order to develop understanding: • Application • Analysis • Synthesis • Evaluation • Pupils asking questions of each other and the teacher • Probing questioning to reveal security, extent and depth of understanding
Observing	• Watching and listening to pupils' discussions and interactions • Planned observations and note-taking of identified pupils working on a particular task
Discussing	• Informal, impromptu discussions while pupils work • Discussions with pupils to identify misconceptions • Making plans for next steps, the need for more practice and to set targets
Analysing	• Marking written work, involving the pupils in the process so that misconceptions, successes and ways forward can be shared • A dialogue with pupils, either written or through discussion, about corrections needing to be made, achievement against learning intentions, planned next steps and further challenge
Checking pupils' understanding	• Recall tests to check pupils' speed of recall and security of key facts such as multiplication facts and spelling • Rich tasks designed to enable pupils to demonstrate the depth of their understanding • Probing questioning to reveal extent and depth of understanding
Pupils as a part of the review process	• Develop self and peer assessment where pupils determine what they know and can do, what they need to continue to practise and what their next steps are

Appendix 2: National Assessments at the end of Key Stage 1

	Grammar, punctuation and spelling	Reading	Writing	Mathematics	Science
Test	Paper 1: Spelling Paper 2: Grammar, punctuation and vocabulary	Papers 1&2: Comprehension		Paper 1: Arithmetic Paper 2: Mathematical reasoning	
Teacher Assessment		Teacher Assessment	Teacher Assessment	Teacher Assessment	Teacher Assessment

Evidence that could be used to make teacher assessments at Key Stage 1

Writing	Reading	Mathematics	Science
Across a range of genres Independently over time In other curriculum areas Assessment criteria records Tasks for Key Stage 1 test	Notes from 1:1 reading with the teacher and TA Guided reading records Book bands Task/test set for the end of Key Stage assessments Age scores Assessment criteria records Benchmarking records	Workbooks showing coverage of the Key Stage 2 curriculum over time Evidence across all areas Problem-solving/investigations recorded as photographs, diagrams, pupils' commentaries and annotations Notes made by teacher and TA In other curriculum areas e.g. science	Workbooks showing coverage of the Year 1 and 2 curriculum over time Investigations/practical work investigations recorded as photographs, annotations and notes

Appendix 3: National Assessments at the end of Key Stage 2

	Grammar, punctuation and spelling	Reading	Writing	Mathematics	Science (sampling)
Test	Paper 1: Grammar, punctuation and vocabulary Paper 2: Spelling	Paper 1		Paper 1: Arithmetic Paper 2: Mathematical reasoning	Paper b: biology Paper c: chemistry Paper p: physics
Teacher Assessment		Teacher Assessment	Teacher Assessment	Teacher Assessment	

Evidence that could be used to make teacher assessments at Key Stage 2

Writing	Reading	Mathematics	Science
Across a range of genres Independently over time In other curriculum areas Assessment criteria records	Notes from 1:1 reading with the teacher and TA Guided reading records Book bands Task/test set for the end of Key Stage assessments Age scores Assessment criteria records Benchmarking records	Workbooks showing coverage of the Key Stage 2 curriculum over time Evidence across all areas Problem-solving/investigations recorded as photographs, diagrams, pupils' commentaries and annotations Notes made by teacher and TA In other curriculum areas e.g. science	Workbooks showing coverage of the Year 1 and 2 curriculum over time Investigations/practical work investigations recorded as photographs, annotations and notes

Appendix 4

Teachers make judgements about whether a pupil is ‘entering’, ‘developing’, ‘secure in’, or ‘exceeding’ the objectives for the year group. Pupils reaching age related expectations would be judged as ‘secure’ in the appropriate Programme of Study. Pupils expected to move one step each term.

A0	A1	A2	A3	A4	A5	A6
Entering Y1 objectives	Developing Y1 objectives	Secure in Y1 objectives	Exceeding Y1 objectives OR Entering Y2 objectives	Developing Y2 objective	Secure in Y2 objectives	Exceeding Y2 objectives OR Entering Y3 objectives

A6	B1	B2	B3	B4	B5	B6
Exceeding Y2 objectives OR Entering Y3 objectives	Developing Y3 objectives	Secure in Y3 objectives	Exceeding Y3 objectives OR Entering Y4 objectives	Developing Y4 objectives	Secure in Y4 objectives	Exceeding Y4 objectives OR Entering Y5 objectives

B6	C1	C2	C3	C4	C5	C6
Exceeding Y4 objectives OR Entering Y5 objectives	Developing Y5 objective	Secure in Y5 objectives	Exceeding Y5 objectives OR Entering Y6 objectives	Developing Y6 objective	Secure in Y6 objectives	Exceeding Y6 objectives

When making summative judgements, teachers assign a ‘step’ (e.g.A4) to represent a pupils’ attainment at that point in time. These steps are only intended to be used as a management system to support our leaders in summarising and monitoring achievement. They are not intended to be used with pupils or parents.

We use this information to indicate the proportion of pupils in a class, year group or the whole school who are ‘secure’ in age related expectations; to track progress over the year; to monitor the achievement of groups of pupils; and to adapt provision for all pupils so that they receive the best opportunities to achieve well.