May 2023

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:
- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Assessment for Learning (AFL)
- Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.
- Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purpose of accountability or ranking.
- It actively involves children in their own learning
- AFL helps teachers to take account of the results of assessment.
- Recognises the influence assessment has on the motivation and self-esteem of children.
- Considers the need for children to be able to assess themselves and to understand how to improve.
- Provides effective feedback to children

How we promote AFL
- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress at the end of each topic.

To achieve this at Kirk Smeaton CE Primary School we will:
- evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- regularly share the reading and mathematics targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking policy
- incorporate both formative and summative assessment opportunities in medium and short term planning
- Pass on assessment sheets to the next class teacher so children can be tracked as they progress through the school including the Assessing Pupils Progress (APP) information.
- Use Assessment for learning strategies such as:
- working walls
- targets
- success criteria
- self and peer evaluation

- discussion and talk
- learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards (see assessment time table).

The Assessment cycle at Kirk Smeaton CE Primary School will include data from:

Assessment Time Table; Kirk Smeaton CE Primary School

Term	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Reception	* Profile baseline assessment (in the first 2 weeks) * Targets * Salford reading * Reading level * Writing assessment	* Targets * Profile assessment *Phonics screening test * Salford reading * Reading level * Writing assessment	* Targets * Profile assessment *Salford Reading Score *Phonics screening test * Reading level * Writing assessment
Y1	* Targets * Phonics Screening Test * Salford reading * WR maths tests/CGP/testbase * Reading and speed assessment * Writing assessment * Curriculum assessment	* Targets * Phonics Screening Test * Salford reading * Maths tests/CGP/testbase * Reading and speed assessment * Writing assessment * Curriculum assessment	* Targets *Salford Reading Score * Reading speed & KS1 reading material * Reading level and speed * Maths tests/CGP/testbase/KS1 * Writing assessment **Phonics Screening Check** * Curriculum assessment
Y2	*Targets *SATs paper for all *Phonics assessment (Less than 32) * Salford reading * Writing assessment * Maths CGP/testbase /Raising stars A/test papers * Reading and speed assessment * Predictions for the end of KS1 * Curriculum assessment	* Targets *SATs paper for all (past papers) *Phonics assessment * Salford reading * Maths CGP/testbase/KS1/Raising stars B/test papers * Reading and speed assessment * Predictions for the end of KS1 * Curriculum assessment	Targets *SATs paper for all *Phonics assessment * Salford reading * Writing assessment * Reading level and speed assessment *Science *Sp&L **SATS** * Curriculum assessment *** Phonics screening check resit**
Y3	*Targets *SATs paper for all *Phonics (less than 32) * * Salford reading * Writing assessment * Raising stars A/KS1 test * Reading and speed assessment * Curriculum assessment	*Targets Youngs *SATs paper for all *Phonics (less than 32) * Salford reading *Writing assessment * Raising stars B/KS1 test * Reading and speed assessment * Curriculum assessment	*Targets * Youngs *SATs paper for all *Phonics (less than 32) * Salford reading * Writing assessment * Raising stars A/WR/CGP * Reading and speed assessment * Curriculum assessment
Y4	* Targets *Phonics (less than 32) * Salford reading * Writing assessment * Raising stars A/WR/testbase * Reading and speed assessment * Curriculum assessment	* Targets *Phonics (less than 32) * Salford reading * Writing assessment * Raising stars B/WR/testbase * Reading and speed assessment * Curriculum assessment	* Targets *SATs paper for all *Phonics (less than 32) * Salford reading Writing assessment * Raising stars B/WR/testbase * Reading and speed assessment * Curriculum assessment Y4 time tables test (new 2019)
Y5	Targets *SATs paper for all *Phonics (less than 32) * Salford reading * Writing assessment * Raising stars A/WR/Y6 SATS * Reading and speed assessment * Curriculum assessment	Targets *SATs paper for all *Phonics (less than 32) * Salford reading * Writing assessment * Raising stars A/WR/Y6 SATS * Reading and speed assessment * Curriculum assessment	Targets *SATs paper for all *Phonics (less than 32) * Salford reading * Writing assessment * Raising stars A/WR/Y6 SATS * Reading and speed assessment * Curriculum assessment

	* Predictions for Y6	* Predictions for Y6	* Predictions for Y6
Y6	* Targets *SATs paper for all past papers * Salford reading * Writing assessment * Y6 SATS * Reading and speed assessment * Curriculum assessment * Predictions	Targets *SATs paper for all past papers * Salford reading * Writing assessment * Y6 SATS * Reading and speed assessment * Curriculum assessment	**SATS**

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups, careful planning and tracking children using the milestone grids.

Assessment in Nursery and Reception;
Observation and Assessment
Assessment and record keeping, informed by careful observations, enables staff to plan a curriculum that will meet the needs of individuals and ensure effective continuity and progression. Observations and assessments are built into the planning process.

The observation and assessment of children's learning helps to:
- inform planning
- ensure obstacles to learning are identified and responded to
- provide an all-round picture of the child's development
- provide information which can be used to evaluate the quality of curriculum provision

Evidence of children's progress and achievement is collected through:
- observations, both formal and of a targeted child
- Short observations of child-initiated learning
- Long observations
- questioning and interaction
- samples of work
- talking to parents and colleagues
- Photographs dated
- Record sheets with 'I can statements'

Information collected is placed in each child's individual folder and progress is tracked through a tracking program.
All members of the Nursery and Reception teams are involved in the observation process.

The children in Reception are assessed during the first two weeks in school using information gathered from parents, previous settings and through direct observations by staff in school. The results are discussed with the headteacher and show where the child's starting points are.   This assessment allows staff to plan and prepare learning experiences to support and develop a child's understanding. Parents are encouraged to participate in observation form/planners to tell the school about the child's interests and strengths.

Record Keeping
Record keeping should start at the beginning of the child's school career and take account of previous experiences both parental and Went Vale assessments. Recording and reporting of children's performance should be thorough and intelligible to all concerned.
Records help teachers to:
- monitor children's progress
- evaluate the curriculum and the children's response to it
- plan curriculum development

Confidentiality of all records is respected.

Reporting to Parents

In all classes, communication between parents/carers and staff take place daily when necessary. Parents are invited to make appointments to see staff should the need arise. Parent's evenings provide an opportunity to discuss children's work, share information concerning all aspects of the child's development and progress and to set new targets for the child advising on the best way parents can help. Parents evenings are usually in November and March with an additional drop in session in July.

Parents reporting to school
Including parents in their child's assessment and progress is valued at Kirk Smeaton CE Primary School. We encourage parents and children to make comments in their reading records.

To achieve this at Kirk Smeaton Church of England Primary School we will:-
- follow the Assessment cycle and update the data on a regular basis (see assessment time table).
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals through pupil progress meetings with Headteacher and teacher. We use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- set cohort targets for numeracy and literacy and share information with headteacher, the LA, SENCO, subject leaders and governors
- work with colleagues to moderate and level writing every term
- analyse data each term to track progress and attainment
- ensure that children have correct targets set
- analyse data each year to see trends and ensure that CPD supports teaching needs
- pass cohort data and analysis to next teacher
- formulate the school's assessment policy in consultation with the headteacher, staff and governors
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- report to governors regarding the policy, statutory test results and cohort targets

Reporting
Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Kirk Smeaton CE Primary School, we will:
- provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- discuss pupil progress at the request of parent by appointment.

Moderation
Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Kirk Smeaton we will:
- meet regularly when in phases meetings to moderate writing assessments
- moderate work through planning and book scrutinise, feeding findings back to members of staff
- collate evidence to back up teacher assessments, such as through the use of big books in science and pitch and expectations in numeracy
- participate in moderation schemes in the Local authority for EYFS, KS1 and KS2