

St Nicholas CE First School

Assessment

(KS1 and KS2)

Policy and Expectations

(For Staff, Local Academy Board and Families)

Policy Revised: ✓

Policy Reviewed and Approved by LAB: ✓

This policy has been developed by and informed through consultation with St Nicholas staff and children; it based around our school context and the needs of our community.

Links to this policy:

- Subject Policy (for each subject)
- Feedback Policy (informs the Assessment Policy)

We have divided feedback and assessment into two separate policies because they are both explicit elements of teaching and learning, whilst informing one another.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

Introduction

Assessment at St Nicholas CE First School serves a clear purpose in providing information about a child's performance over time and at a point in time. This information is used to inform subsequent curriculum design, and teaching and learning, and firmly underpins our principles and practices around providing timely, focused and constructive feedback (see Feedback Policy).

The Independent Commission on Assessment in Primary Education (2022) identify in [their commissioned report](#) the following principles for effective implementation of assessment:

- The main purpose of assessment is to improve children's learning and progress during their school years.
- Formative assessment of children's learning is the main emphasis of the assessment system.
- Assessment of children is clearly separated from the means to hold schools and teachers to account.
- Assessment of children provides a holistic picture of children's achievements that reflects the whole curriculum, encompassing a wide range of understanding including creative thinking and collaboration.
- Assessment is designed to support inclusive education for all children.

Types of assessment we implement at St Nicholas

At St Nicholas CE First School, we design, implement and evaluate the following types of assessment:

- School-Based Formative Assessment
- School-Based Summative Assessment
- National-Based Summative Assessment

Who assesses at St Nicholas?

St Nicholas recognises the strong correlation between feedback and assessment. It is appreciated and valued the role different members of our school community have in assessing and in turn providing feedback. As a result, the following people have a key role

- Teacher – The teacher plays a central role in assessing all aspects of each child's learning journey at St Nicholas. They will apply a range of strategies and types of assessments, and triangulate all of the evidence to come to a teacher judgement.
- Self – Children will a play role in using reflective tools and strategies to make assessments of their learning; this makes use of metacognitive and self-regulatory skills, and supports them to be active agents in their own learning.
- Peer – Once children have developed the toolkit of strategies to make assessments of their own learning, they will take responsibility for assessing the learning of others.

School-Based Formative Assessment

Aims for Our School Community

This type of assessment is continually embedded as part of each child's learning journey. It can take place in many different forms.

For Teachers	For Children	For School Leaders	For Families
To identify how children are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.	To measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.	To evaluate how children's learning experiences and opportunities are informed by their emerging needs identified through on-going assessment.	To gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Principles and Practices of School-Based Formative Assessment

School-Based Formative assessments are designed, implemented and evaluated through the following principles in our school:

- They are designed and implemented specifically to check children's knowledge throughout a unit of learning; it should be responsive to children's emerging needs and take into account specific characteristics (such as SEND)
- It is inexplicably related to new content being learnt by also checking children's prior knowledge; it should support children to recognise how their prior and new learning are linked

- The content of formative assessment should check children's knowledge over time (ranging from more recently to over a greater amount of time); it may consist of both surface and deeper thinking and learning – this will help increase children's recognition of how prior and new learning are linked
- There should be a wide-ranging set of strategies for formative assessment; an non-exhaustive overview of these is set out below, but the strategies should be selected on their merits to motivate, engage and establish the essential knowledge being checked
- Design and implementation of formative assessment should take into account the subject and domain-specific disciplines being assessed, in order that high quality information is elicited about children's knowledge (we recognise that formative assessment will be designed and implemented differently in some subjects)
- It should act as a mechanism for (but not replace) regular, distributed practise that helps children to embed knowledge and use it fluently, and assists teachers in identifying clear next steps, including making adaptations and measuring gaps in knowledge
- It should aim to support our community with the knowledge of where children are going with their learning; where they are now, and how they will get there, as set out below:

Aims	Where is the child's learning going?	Where is the child now with their learning?	How will the child get there?
For Teachers	Formative assessment will clarify, share, and help understand learning intentions	Formative assessment will engineer effective discussions, tasks and activities that elicit evidence of learning	Formative assessment provides assessment that moves learning forward
For Peers		Formative assessment should activate children as being a resource for one another	
For The Child		Formative assessment should activate children as an owner and active agent of their own learning	

Our School-Based Formative Assessment Strategies

Check Me In

At the start of lessons, staff will use 'Check Me In' (a short, meaningful activity) to:

- Provide an opportunity to identify and address misconceptions or errors in connected prior learning.
- Create an explicit and purposeful way to draw upon how prior learning will feed into new learning.
- Activate prior learning to make new learning easier to manage (reducing cognitive load), once children can recall what they already know and then use to learn and understand new learning.

The Intended Impact of 'Check Me In' is:

- Children know more and remember more over time (through a variety of strategies).

- Children recognise explicit connections between what is already know and how it will help with new learning (reinforcing our 'Why here? Why now?' – They see how what they learn feeds into subsequent learning opportunities.
- Reduces cognitive load – children release the load to help learn and understand new knowledge

(this is a non-exhaustive list and aims to provide a snapshot overview of the strategies we design and implement in school)

Example of Strategy	Pedagogical Practices
Verbal Questioning	Surface-level and deeper-level questioning is used to ascertain children's level of knowledge and understanding about a concept, topic or idea.
Low-Stakes Retrieval	Low-stakes retrieval strategies such as quizzes and multiple choice questions
Response Techniques	Regularly using mini-whiteboards, ABCD cards, and exit passes to make on-the-spot assessments.
Think-Pair- Share	Focused discussion between children focused around a key question or activity related to the learning.

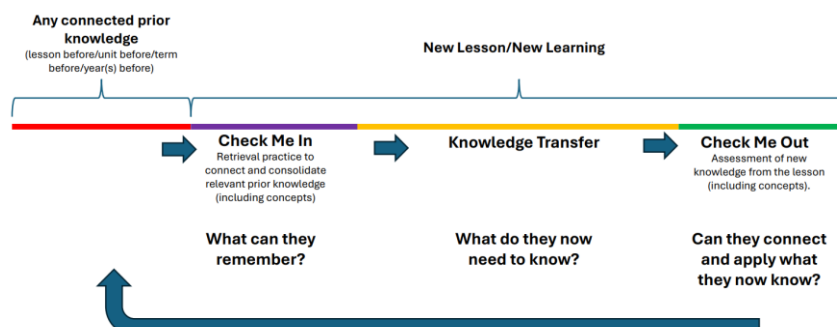
Check Me Out

- At the end of lessons, staff will use 'Check Me Out' (a short, meaningful activity) to:
- Connect a concept/concepts and knowledge over time
- Create an assessment opportunity to check that children can apply knowledge they have learnt (i.e. using deeper thinking skills/ applying to another context).
Keep concepts explicit and clear (i.e. interlinking knowledge and concepts/drawing connections about how concepts have progressed)
- Builds on the principles of retrieval practice, as it requires children to retrieve and recall that they have learnt so that they can apply it, but this is more focused around assessing children's knowledge.

The Intended Impact of 'Check Me Out' is:

- Clear opportunities for explicit references to concepts we have set out across our curriculum.
- Children are using their new knowledge purposefully by seeing how it fits into wider knowledge of what they already know.
- A very open approach so that there is no 'ceiling' on how deep children can go with it

How does 'Check Me In' and 'Check Me Out' fit into a lesson?



School-Based Summative Assessment

Aims for Our School Community

This type of assessment is organised to take place at scheduled points throughout the academic year. The assessment schedule is designed to

For Teachers	For Children	For School Leaders	For Families
To evaluate learning at the end of a unit or period, and the impact of their own teaching.	To understand how well they have learned and understood a unit of learning taught over a period of time. It should be used to provide feedback on how they can improve.	To monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure children are supported to achieve sufficient progress and attainment.	To stay informed about the achievement, progress and wider outcomes of their child over time.

Principles and Practices of School-Based Summative Assessment

School-Based Summative assessments are designed, implemented and evaluated the following principles in our school:

- They are used as part of a 'bird's eye view' of each child's knowledge acquisition and application, and therefore do not contribute a majority or entire weighting towards the judgements awarded by teaching staff; they are indicators to support teacher judgements.
- They are designed to assess the bigger picture through checking different types of essential knowledge from units of learning; they and provide opportunities for children to interweave this essential knowledge to principles of each subject's discipline, and support our children to realise the aims and ambitions we set out through our curriculum vision, and for each subject
- They are used to support meaningful comparisons over time for cohorts of children, including supporting more analytical depth for children with specific characteristics (i.e. SEND or disadvantaged)

Knowledge Checks

These are designed to assess different types of knowledge that children have acquired and applied over a period of time (normally over a half-term); we recognise that checking the bigger picture at shorter checkpoints will help inform teaching and learning more efficiently and effectively, as opposed to waiting until the very end of a unit of learning. Furthermore, it ensures that pre-requisite knowledge for the first part of a unit is secured, before moving on. They have been designed by our subject leaders and teachers to give our children the opportunity to showcase and share the most essential knowledge we have identified. We recognise that each subject is a discipline in its own right and as such we have adapted the way in which assessment is implemented to ensure we create the right climate for children to participate in an assessment that is both meaningful, sharply-focused, and purposeful.

It is important to note that end of unit assessments do not provide the entire weighting towards teacher judgements. They provide a snapshot, 'at a point in time' and therefore their inclusion of a 'bird's eye view approach' to making judgements is expected.

Subject	School-Based Summative Assessment
English	Hot Task A piece of independent and assessed writing that checks children's application of the breadth and depth of text-specific features.
Maths	Hot Task A short task that encompasses a range of mathematical knowledge that have been during the unit. This aims to give children an opportunity to connect and apply what they have learnt.
Science	Practical End of Unit Activity An activity that supports children to interweave the key knowledge from their Science unit (and any other connected knowledge), in addition to 'Working Scientifically' knowledge.
- History - Geography - Languages - PSHE	Knowledge Check These types of assessment aim to check children's retention of essential knowledge, in addition to how knowledge is applied and interweaved to the principles of each subject's discipline. For example, part of the check may assess children's knowledge of different types of land-use and then a question within the check will also assess their meaningful application of this knowledge – this also reinforces the connections for children.
- Art and Design - Design and Technology - Computing	Product and Evaluation The final product and evaluation are used to assess children's overall application of knowledge. It should take into account the independence in applying knowledge and how it meets the intentions of learning that were set out at the start of the unit learning. Through this product and evaluation, we are able to assess children's essential knowledge alongside the knowledge of the subject discipline itself.
RE	The BIG Question Response Children respond to a question that their learning is focused around. It is designed to recognise children's deeper thinking, knowledge and reflection that they have developed over time.
Physical Education	End of Unit assessment in PE is not solely based on performance. Children are assessed on their ability to demonstrate accurate active participation of applying rules, strategies and techniques, alongside their knowledge of the sport being practised (e.g. roles and rules), including knowledge of healthy participation. Assessment is not centred around motor competence.

GL (Granada Learning) Assessments

Children will these different types of assessments:

- Progress in English (PIE) and Mathematics (PIM): For children in Year 1 to Year 4, these are sat twice during the academic year (at the start of the Autumn Term for baseline assessments), and then again at the end of the academic year (to measure progress from the previous baseline).

- New Group Reading Test (NGRT) and New Group Spelling Test (NGST): For children in Year 3 and Year 4, these are sat each term.

These assessments provide intricate analysis of each child's performance which is summarised as a standardised score to support meaningful comparisons against national performance of children of similar ages and characteristics.

White Rose Assessments

Children in Year 1 to Year 4 will sit two assessments each term: Arithmetic, and Reasoning and Problem Solving. They are designed to assess children acquisition and application of mathematical knowledge, understanding and skills from the previous term and before. The data is shared with the Maths Subject Leader, so that they are able to make comparisons of progress over time.

How do we use assessments to make judgements about children's attainment and progress?

School-based summative assessments are used to inform teacher judgements about each child's attainment and progress, which are recorded on our assessment platform (Insight). These judgements are summarised as follows, which are then reported and shared with families:

Attainment	What does this mean?
Working Above	At this point in time, the child has a secure knowledge and understanding of their learning in this subject for their age and can apply it to different contexts independently.
Working At	At this point in time, the child has a secure knowledge and understanding of their learning in this subject for their age.
Working Within and Towards	At this point in time, the child is developing their knowledge and understanding for their age in this subject and is working on securing this to become more independent.
Working Towards	At this point in time, the child is securing knowledge and understanding in this subject from a previous year group, before they focus on knowledge and skills for their current year group. This is to ensure that they have secured robust learning foundations, before moving on.

The way in which St Nicholas reports to families about achievement, this should also support them in recognising how children progressed on their learning journey; these are achieved through the use of progress scores, as per below:

Progress	What does this mean?
+1	The child has made better than expected progress throughout the Autumn Term from their starting point.
0	The child has made expected progress throughout the Autumn Term from their starting point.
-1	The child has made less than expected progress throughout the Autumn Term. Their class teacher will have contacted you if they had any significant concerns. Not all children make expected progress throughout a term.

It is made clear to parents when reporting progress scores that learning is not linear, and that children develop at different rates and progress can vary from term-to-term.

National-Based Summative Assessment

This type of assessment is implemented at organised, consistent points throughout each child's learning journey. The data is shared through government, publicly available statistics, and are to support national and local comparisons of our children's performance.

For Teachers	For School Leaders	For Families and Children
To understand national expectations and assess their own performance in the broader national context.	To monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure children are supported to achieve sufficient progress and attainment.	To understand how children are performing in comparison to children nationally.

When will our children take national-based summative assessments?

Reception (Autumn Term)	Baseline Assessment – This is an activity-based assessment of children's starting points in language, communication and literacy, and mathematics. It will help measure progress from children's entry points in Reception to their end point in Year 6.
Year 1 (Summer Term)	Phonics Screening Check - To ensure that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.
Year 4 (Summer Term)	Multiplication Check - To determine whether children can recall their times tables fluently, which is essential for future success in mathematics.
In Year 6, children will sit their Key Stage 2 Standardised Assessment Tasks (SATs) in their middle schools.	

Reporting to Families

The following table sets out below (the absolute minimum) how we report to our families about their child's attainment and progress based on assessments undertaken within school:

When?	How?
Autumn 1	Parent Consultation
Autumn 2	Autumn Attainment and Progress Interim Report
Spring 1	Parent Consultation
Spring 2	Spring Attainment and Progress Interim Report

Summer Term	Parent Consultation End of Academic Year Report (including reporting of national-based summative assessment results)
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For children with an Individual Education Plan, this is also shared with families on a termly basis.

Inclusion for All Groups of Children

The principles of this assessment policy apply to all children, including those with special educational needs or disabilities (SEND). Assessment will be used diagnostically to contribute to the early and accurate identification of children's special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all children. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

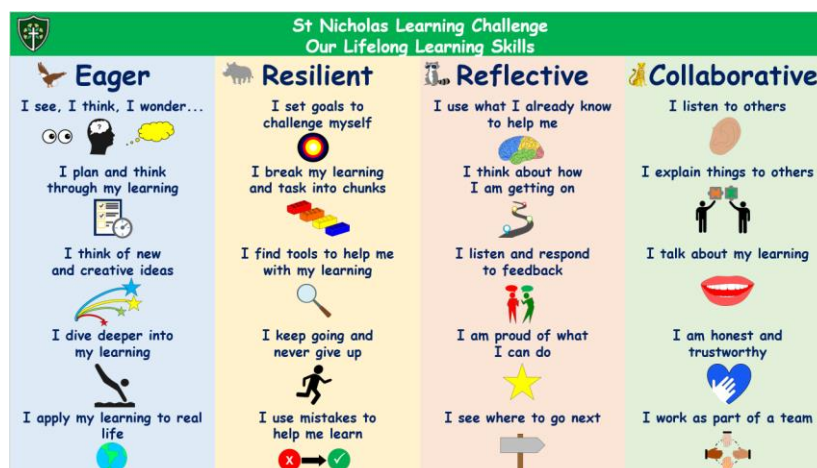
For children working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of children's learning difficulties. This is then evident when teachers share their judgements on our assessment platform (Insight).

Continual Professional Learning Development (CPLD)

It is important that of our staff have on-going developmental opportunities to ensure their knowledge, understanding and application of effective principles and practices of assessment are consistent and have a clear impact on teaching and learning. This is the responsibility of the Head Teacher, who alongside other colleagues, imparts their knowledge of most effective practice in relation to assessment.

Creating a climate for meaningful and effective assessment

Our lifelong learning skills play a key role in each learner's journey at St Nicholas. They help children to recognise what an effective learner will do and how they will respond to different situations, such as assessment, and the linked feedback they are provided with.



Creating a climate for meaningful and effective assessment is achieved through the knowledge held by adults and children alike, that assessment plays a central role in securing learning, which empowers our children to know how to deepen their knowledge and understanding or improve performance. Effective assessments needs to be meaningful, purposeful and sharply-focused, in order that our children are motivated to showcase and share their learning in a way checks what children know and have remembered over time.

Evaluating the Impact of Assessment

At St Nicholas, we use a range of evidence-gathering techniques that are triangulated to draw together valid, accurate and robust evidence-informed findings to make clear evaluations about the impact of assessment on pupil progress:

Pupil Voice: To understand children's attitudes and experiences towards how they **provide, receive and use assessment and the connected feedback** about their learning.

Staff Voice: To recognise how staff **engage with providing and using assessment** to develop their own practice, and **the impact it has on their workload**.

Teaching and Learning Visits: To identify how the provision for **assessment motivates, challenges and support children** to make progress, as a result of **how assessment is implemented**.

Children's Work: To explore the **impact of assessment on the progress that children have made**, including the extent to which it has fulfilled its purpose.

Expectations and Responsibilities

The Local Academy Board (LAB), Senior Leadership Team, Subject Leader and Teaching Staff have key responsibilities to uphold the high expectations of assessment for learning, and assessment of learning:

Local Academy Board	Senior Leadership Team and Subject Leaders	Teaching Staff
Review the assessment policy and expectations for assessment to ensure it meets the school's ambitious curriculum vision, principles, drivers and rationale.	Ensure that the approach to assessment balances staff workload with the potential impact on pupil progress.	Clear as to the expectations of how assessment is to be consistently and effectively implemented across the school.

• Work with the Senior Leadership Team and Subject Leaders to evaluate the impact of assessment on pupil progress. • Work with the Senior Leadership Team and Subject Leaders to evaluate and review the impact of the expectations of this policy on staff workload.	• Evaluate the impact that the school's approach to assessment has on pupil progress. • Evaluate the quality of assessment that is provided across the curriculum, across the school, and what impact this has on children's progress. • Model and share how quality-first assessment will be implemented effectively, efficiently and consistently across the curriculum.	• Plan opportunities to provide meaningful, purposeful assessment to recognise success and move learning forward. • Use assessment to inform subsequent teaching and learning, and to reflect on professional practice. • Ensure the way in which assessment is provided considers the individual child, their motivation and their own learning journey.
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If you require any further information regarding the content of this policy, would like to know more about assessment, please contact us as follows:

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