



**Escrick C of E Primary School**  
**Assessment Policy**

**Introduction**

At Escrick C of E Primary School, we give our pupils opportunities to flourish, encouraging them to develop a love of learning and aim for them to gain deep understanding of concepts in all areas of development and the curriculum.

**The Purpose of Assessment**

The main purpose of assessment within the school is in order to;

- Enhance pupils' learning
- Evaluate and improve upon the effectiveness of the curriculum and our teaching
- Provide information for planning future learning
- Identify children's specific needs
- Provide information for formative and summative purposes
- Inform the child, his/her parents and the teacher of progress and achievement
- Celebrate children's achievements

**Celebration of Achievement**

We place an importance on focusing on the celebration of achievement as part of the process of assessment. This positive stance reflects our concern for the development of the whole child.

Achievement is celebrated in a variety of ways which include displays of excellent work, in-class reward systems, stamps or team points on work, praise through verbal feedback, positive verbal feedback to parents, the showing of work to others and headteacher certificates in our weekly celebration assemblies.

**Assessment at Escrick C of E Primary School - Attainment and Progress**

We make regular assessments of children's learning across the whole school in all areas of the curriculum, and we use this information to ensure that future planning reflects identified needs.

In EYFS, assessment is continual and takes many forms including the form of observation; this involves the teacher, parents and other adults as appropriate. The class teacher carries out a statutory reception baseline assessment on entry to school as well as teacher judgements against the early years profile across all of the areas of learning. This is then used to track the progress of children through the academic year. Regular observations of experiences and achievements are recorded using videos, photographs and notes these are shared with parents on the online learning journey - Tapestry. A Level of Attainment is also collated at key points in the academic year and this is shared with the headteacher. In line with Statutory Guidelines, children are assessed against the early years profile in the summer term. This summarises and describes children's attainment at the end of EYFS against the early learning goals.

In Years 1-6, children are also judged to be working towards, working at standard or working at greater depth each term in all subjects, and progress is continually reviewed. This information (and early years data) is passed to the headteacher and SLT who review it and liaise with class teachers regarding next steps for individuals, groups and whole classes with class teachers, subject leaders and our SLT. Our SENDCO is involved in these decisions. Our assessment outcomes inform our SDP and SEF.

In Years 1-6, formative assessment is continual as part of our day-to-day teaching and learning provision. This, along with recorded evidence, informs summative assessments which are carried out by class teachers at points through the year. We have moved away for any onerous paperwork assessment with the well-being of our staff in mind.

Our summative assessments are currently NFER tests for reading and maths. Y2 and Y6 teachers may choose to use past SATs test papers in place of these. Writing is teacher assessed, based on multiple pieces of independent written evidence from across the whole curriculum against age group criteria.

At the end of a topic and/or a school year, children may be assessed using in house 'quizzes' in a variety of subjects such as Science, Geography and History, in order to support and validate teacher assessments. We are currently considering other low-workload options to support teacher judgements in these subjects.

### **Special Educational Needs**

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement and behaviour.

This includes: monitoring and evaluating the need for and success of interventions; an analysis of aforementioned data; examining the progress of different vulnerable groups and reviewing of education health care plans.

For more information on SEND at Escrick CP Primary School, see SEND Policy June 2024.

### **Moderation**

In order to maintain consistency, the moderation of children's work is important and regularly takes place with all teachers represented in staff and SLT meetings. There is also moderation with subject leaders liaising with colleagues in other settings. When possible, we moderate across our MAT and teachers attend NYCC moderation meetings for Y2 and Y6.

### **Statutory Assessments**

Statutory Reading and Maths assessments may be carried out in Year 2 and they are carried out in Year 6 in the summer term, as is Phonics Screening in Year 1.

Year 6 also sit a Spelling, Punctuation and Grammar paper.

Pupils who do not meet the required standard of Phonics in Year 1 are required to re-sit screening in Year 2; these children are likely already identified by the Year 1 class teacher(s) and will receive additional support in class or otherwise.

The new Year 4 Maths Multiplication Check will become statutory in 2022 so will be carried out in the summer term also.

All statutory assessments are invigilated by trained and experienced staff following the latest guidelines supplied by the DfE. In EYFS, profiles and learning journeys are moderated with other settings.

**Feedback – pupils and parents**

We believe that verbal feedback to individual pupils and/or the whole class within lessons, or shortly after, is most valuable, as it indicates to the pupils instantly how well they have done and what they need to do next in order to improve their work. Feedback is also given to pupils through written marking, where the teacher deems this useful, through self and peer assessment and through questioning and the sharing of new learning intentions. This is in line with our Marking and Feedback Policy.

We have a range of strategies to keep parents fully informed of their child's progress in school. Alongside informal day-to-day methods of communication, we hold two parent consultation evenings - one in the Autumn term and the other in the Spring - and parents receive their child's yearly written report in the Summer term which includes the results of any statutory assessments sat.

**Assessment during school restricted opening:**

Many of the above principles still apply when we deliver remote teaching and learning. For further information on teaching and learning during restricted opening, please see our Home Learning Policy.

Policy Date: September 26

Review Date: September 27

