

NURTURING

INNOVATION

ASPIRATION

AMBERLEY PRIMARY SCHOOL

ASSESSMENT POLICY



September 2025

Amberley Primary School Assessment Policy

Intent

Assessment is a vital part of the teaching and learning process which ultimately leads to the strengthening of learning across the curriculum. It complements and assists teaching and learning, plays an integral part in teacher's planning and enables the evaluation of current practice as well as pupil achievement.

The aim of this policy is to give a clear outline of all assessment techniques at Amberley Primary School to ensure that assessment is used uniformly across the school as a tool to inform planning, to track pupil progress and to raise standards.

Responsibility

The Deputy Head Teacher is the assessment lead across the school and produces a termly data picture for Reading, Writing and Maths based on data inputted into Sonar Tracker at the end of each term following an assessment week. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area, producing an annual data picture of achievement across school in their subject.

Implementation

Formative assessment is a daily part of the life of the school and provides information to the teacher to plan the next steps in the children's learning. Assessments, through monitoring of pupils' work and checking for understanding, takes place continually across lessons, and marking and feedback is used by staff to ensure that pupils know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess and check knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress to a deeper level. Teachers are then able to provide appropriate support or challenge as necessary. The methods of formative assessment we use include; the use of deeper level questioning, live marking and / or whole class feedback (see feedback policy) and observational assessment for example use of whole class whiteboards. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to

measure their knowledge and understanding against the lesson objective. They can then identify how they can improve and whether they require further support eg same day maths or phonics masterclass.

Termly In-School Summative Assessment

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons by identifying gaps in learning and misconceptions. In **Writing**, teachers plan for a 'Hot Write' at appropriate times in the term. In **Maths and Reading**, at the end of each term teachers use NTS assessments to provide evidence of achievement against the curriculum objectives. These tests can also provide each child with a reading age and a maths age. Post assessments are also used at the end of each unit of work in **Maths**. The progress of pupils with **SEN and disabilities** is reviewed by using the following diagnostic assessments at the beginning of each term so that progress can be tracked: HAST spelling; Salford reading and Sandwell maths. Pupils who have not made expected progress or whom have fallen behind continue to be targeted for interventions and rapid response work. End of unit assessments are also used across the foundation subjects to assess the level of learning which has taken place.

Pupil progress meetings take place termly at Amberley and look at the progress pupils are making across the year as well as from the end of the previous key stage. Particular attention is paid to vulnerable groups including the more able, children with SEN, gender and disadvantaged. Where it is noted that pupils are not making the required or expected progress, rapid intervention can be put in place. Slow moving pupils meetings take place following pupil progress meetings to follow up on these identified children.

Nationally Standardised Summative Assessment

Early Years Foundation Stage

Reception Baseline – The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

During their time in the Early Years Foundation Stage children are assessed on their development across the seven areas of learning specified in the EYFS Statutory Framework. These assessments are based on the practitioner's professional judgment, teacher's ongoing formative observations and assessments in the prime and specific areas of learning:

Prime Areas:

- o Communication and language
- o Physical development
- o Personal, social and emotional development

Specific Areas:

- o Literacy
- o Mathematics
- o Understanding the world
- o Expressive arts and design

In addition, observations are made on the ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – known as the characteristics of effective learning. These characteristics underpin learning and development across all areas and support children to remain effective and motivated learners.

At the end of the reception year, the reception teacher completes the statutory Early Years Foundation Stage (EYFS) Profile for each child and submits them to the local authority. Profile judgments are made on the basis of cumulative observational evidence and practitioners judgments on whether children have achieved or are still working towards the Early Learning Goals; children do not undergo any tests. The Early Years Foundation Stage Profile (EYFSP) describes a child's level of attainment at the end of the EYFS, and identifies their learning needs for the next stage of school.

Year 1 Phonics Screening Test

The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June (it is administered internally). It is designed to give teachers and parents information on how their child is progressing in phonics. It will help to identify whether children needs additional support at this stage so that they do not fall behind in this vital early reading skill. Results are reported to the local authority and to parents.

Year 4 Multiplication Tables Check

In the month of June during Year4, pupils participate in the multiplication tables check. The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12, which is essential for future success in mathematics. The test consists of an on-screen check with 25 times table questions.

End of KS2 National Assessment

At the end of Year 6, pupils sit their KS2 SATS. This happens during the month of May in Reading, spelling, punctuation and grammar and maths and all papers are sent away to be externally marked by trained markers. Pupils are given a scaled score for each subject above to show whether or not they have reached the expected standard at the end of KS2. A standardised score of 100 means that pupils have reached the expected standard in that subject and a score of 110+ indicates that pupils have reached greater depth standard. These scores are reported to parents at the end of the academic.

Teachers are also required to give a teacher assessment grade in Writing and Science. Pupils will be assessed against criteria under the following heads for writing: working below the expected standard; working at the expected standard and working at greater depth level. In Science they will be assessed as either working at the expected standard or not.

Teacher assessment at both KS1 and KS2 can be moderated by the Local Authority. Internal moderation is also used to validate teacher assessment across the school.

Sonar Tracker

Sonar tracker is the assessment software system we use at Amberley to record and track pupil progress across the curriculum from Year 1 to Year 6. Across each curriculum subject area are national curriculum objectives or 'statements' which staff can refer to at any point in the year.

At the end of each term, a step is awarded for pupils in reading, writing and maths. Each year group or 'band' is broken down into six steps within the year group:

- **Significantly below** age-related expectation (pupils at this level would be working significantly below their year group and may have special educational needs).
- **Below** age-related expectation
- **Just at** age-related expectation
- **Securely at** age-related expectation
- **Above** age-related expectation
- **Significantly above** age-related expectation

Good progress across the year would be to maintain the same trajectory e.g. a pupil who, at the end of Year 4, is 'securely at' in reading, would still be 'securely at' at the end of Year 5. Termly pupil progress meetings with the HT, DHT and SENCO look at the progress of all pupils from one term to another and the impact of the interventions that have taken place.

Early Years Assessment

Ongoing, formative assessment is an integral part of the learning and development process. It involves practitioners planning both adult led and continuous provision activities that build on children's prior learning and enable children to reach their individual next steps. The Amberley EYFS curriculum has been carefully planned, with clear knowledge hierarchies that build

knowledge sequentially across the seven areas of learning across the EYFS. This document has been created using the EYFS Statutory Framework (2021) and the Development Matters Documentation (2021).

Progress is recorded on a simple binary tracker at the end of Autumn, Spring and Summer Term for each of the seven areas of learning stating whether children are meeting the expected level of attainment or not.

In the final term of Reception in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

Moderation

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

- Internal moderation with colleagues in school as part of CPD
- External moderation with colleagues from other schools within the local authority or within our local cluster of schools
 - External moderation sessions held by the local authority to ensure our judgements are in line with other schools and are accurate
- When a Local Authority moderation visit is requested (end of EYFS, end of KS1 or end of Year 6), the school follows all procedures and advice to provide the requested information

Reporting to Parents

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets, the progress pupils have made to date and any pastoral concerns. Parents of pupils with SEND are offered a face-to-face meeting instead of the above parents evening to discuss progress towards their own targets.

Parents receive a written report during each academic year in the summer term. In KS1 and KS2 this comments on the child's attainment and effort in the core and foundation subjects. It also documents each child's attitude towards behavior for learning and contains a class teacher general comment. Parents of children in EYFS receive a report based on the Early Learning Goals. All reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher if they wish.

SATs results for children in 6 are reported to parents at the end of the academic year. Pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of pupils in Year 4 receive information from their child's multiplication check.

