Ellison Primary Academy Assessment Policy
2025-26

1. Rationale

At Ellison Primary Academy we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

At Ellison Primary Academy we feel that assessment plays a transformative part of daily teaching through the use of two forms of effective assessment:

- Formative assessment: this creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

- Summative assessment: this informs teacher assessment as well as child's attainment and progress. It, alongside teacher assessment, informs whole school target setting and is a prediction of a cohort's future attainment.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To ensure we maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

3. Types of assessment:

At Ellison Primary Academy, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge;
- identify next steps for learning;
- inform future planning;
- enable appropriate strategies to be employed;
- facilitate the setting of appropriate targets for the class, group, and individual;
- track the child's rate of progress;
- facilitate an evaluation of the effectiveness of teaching and learning;
- inform future teaching and learning strategies;
- identify individuals and groups for specific intervention support.

Day-to-Day Formative Assessments – Assessment for Learning

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions;
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding;
- Mini-plenaries to determine understanding at regular intervals;
- Short re-cap quizzes or recall of facts;
- In mathematics lessons, teachers often focus on errors (which can be used to explore concepts in greater depth and to identify and address any misconceptions);
- Observational assessment;
- Scanning work for pupil attainment and progress;
- Assessment at the end of every lesson based on the learning objective and the 'Success Criteria'. Pupils will use the SC to discuss their learning and next steps.
- 1:1 or group discussions with pupils;
- Next step marking and feedback (see Marking and Feedback Policy).

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents, children and teachers of a child's attainment and progress.

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time;
- record performance in a specific area on a specific date;
- provide age standardised information;
- provide end of key stage test data in Yr 6 against which the school will be judged;
- ensure statutory assessments at the end of EYFS and KS2 are met as well as the Yr 1; phonics screening and the Yr4 Multiplication, Tables Check;
- provide the opportunity to undertake the optional Yr 2 SATs as an assessment point to track attainment and progress;
- provide information about cohort areas of strength and weakness to build from in the future.

4. Planning for assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The National Curriculum 2014 is used to inform our curriculum overview and schemes of work. We use DC Pro to help us track each child's level of attainment to help us identify their next steps for learning.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.
- Teachers use focused feedback and questioning, to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment and Reporting in the Foundation Stage

Reception Baseline Assessment (RBA)

Within the first six weeks of children starting school, staff will conduct the RBA. The RBA:

- Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment – the school will use these to inform their teaching approaches.

Early Years Foundation Stage Profile (EYFSP)

To summarise and describe children's learning and development at the end of the EYFS the school will complete an EYFSP for each child, in line with DfE guidance.

The school will assess each child against the ELGs and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning within the school end of year report:

- Playing and exploring
- Active learning
- Creating and thinking critically

Throughout the year EYFS practitioners will collect and collate materials, observational records and information within a child's Learning Journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year.

Wow short observations: these are spontaneous 'capture the moment' short wow observations. Teachers and EYPs document evidence onto evidence me: learning journal identifying what the child has done e.g. Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. These are then added into the back of the relevant books i.e. writing, maths or Learning Journals or to the child's Learning Journal file.

The short observations are used to provide evidence to assess and fill out the child's profile on DC Pro.

Learning Journals: these are a record of milestones achieved by the children with exemplar pieces of work included. They provide key evidence in support of the Early Learning Goals for each child.

Wows from Home are also included in this book, they provide a record of the parent's voice. These identify any achievements that the parents have observed outside of school and add to the child's profile.

Wows from Care Club (before and after school provision) are shared to identify any achievements that children demonstrate during their care.

Guided Activity: during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or indicating if the work was undertaken independently. Next steps are also identified. Children are encouraged to comment on their work when matched against the success criteria and next steps are also discussed with the children in child friendly terms. Time is also given to edit any misconceptions identified.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking, challenging questioning and/or observations of children's work against learning objectives and success criteria. This can be done through guided group activities led by a teacher or teaching assistant. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Year group targets set expected progress for individual children to reach at the end of each academic year as well as year groups.
- During planned assessment weeks (autumn, spring and summer terms) staff will use a variety of tasks to assess children's learning. Diagnostic analysis will be used to support gaps within learning as well as next steps. The following tasks will be undertaken:
  - Maths – PUMA and White Rose arithmetic assessments
  - Phonics – KS1 – half termly phonics assessment - Rocket Phonics)
  - Reading – PIRA

- Non-core assessment and science and computing – children complete Exit tasks to demonstrate their key learning at the end of a unit of learning. Retrieval questions and 'mini quizzes' known as 'Flashback 4' (4 key questions) are used to identify children's ability to remember learning previously taught. Teacher assessment is recorded termly onto DC Pro.
- The SEN Targeted Intervention sheets ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Termly Pupil Progress Meetings are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.
- Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

5. Moderation

Regular moderation of learning takes place within the academic year to ensure consistency with similar Year groups within the school as well as the Societas Trust. Teachers meet in phase groups or in cross phase groups to analyse children's work against Stage descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 1, 4 and 6 are involved in formal teacher assessments, as part of Key Stage assessments and local authority moderation in Year 6.

6. 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 Ellison Primary School we will:-

- Provide opportunities for three parent consultation evenings so that parents can discuss how well their child has settled, educational progress, support when required and discuss target setting.
- Provide an end of year written report which will include results of statutory tests (ELG's, Key Stage 1 and 2).
- Discuss pupil progress at the request of parents by appointment.

7. Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children who are SEND, PP or EAL the opportunity to excel and be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Ellison Primary Academy ensures that identification of these children is systematic and effective.

8. Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the "My Support Plan" stage of the Code of Practice or above, an individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialist support.

9. Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.