



Yavneh Primary School

Assessment Policy

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Why assess?

Children's progress is closely monitored at Yavneh Primary in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;

to contribute towards accountability data.

Assessment at Yavneh Primary School

The system in place at Yavneh Primary School takes into account the criteria for the National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

Our assessment and reporting system includes:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Skills that are discussed and agreed with or formulated by the children during each lesson, work is then assessed against their ability to access and apply skills.

- Feedback from peer or teacher with clearly identified next steps – this could be written or verbal feedback.
- Regular scrutiny of the pupils' work and impact of marking by senior leaders.

All of the above will feed into our termly assessments of the children in our school. A judgement will be made to decide which of the objectives for reading, writing and mathematics each child is secure in and an overall judgement will be formulated: Working Towards Standard, Expected Standard, Greater Depth and entered onto SIMS. From here we will set targets for the following term.

Key Objectives

Each Year group has its own set of objectives, which have been taken from the National Curriculum and written into our skills progression documents for each subject area. Pupils are assessed on an ongoing basis using formative and summative assessments. To achieve the expected standard level in a year group a child must have met all the key objectives. For children working within a stage that is below their age related expectation (e.g. if a year 4 pupil is accessing the year 2 objectives) they must be rapidly taught the key objectives and then advanced to the next stage. By doing so Yavneh Primary School is promoting rapid progress and setting high expectations for all its pupils.

Skills will be regularly revisited with the intention of children 'knowing more, to remember more'. Flashbacks are included in each lesson to ensure pupils are unlocking prior knowledge and building upon these skills in a thoughtful and sequential way.

Regular formative assessments will take place in order for teachers to adapt lessons for the needs of their class. This will be most evident through the use of 'fluent in 5' at the start of teaching sessions.

More able children

For children who have securely met the end of year objectives they will be assessed as Greater Depth for their age group. Rather than moving onto the next year's curriculum these children will work on deepening and 'mastering' their understanding through the application of skills in different contexts. In exceptional circumstances a pupil may access learning from the next year group's objectives.

Reception Learning Journeys

Observational assessment in Reception will provide ongoing information about learning and development and will be used to inform planning. It will be based around children in action, in their self-chosen play as well as planned activities.

Baseline assessment will begin prior to the child starting at Yavneh Primary School. Staff will visit preschool providers and make home visits to begin to form a picture of the individual child and his/her needs. The starting point for assessment will be the child, not a predetermined list of skills. Observations will show what the child can do, significant achievements- not what they can't do. Parent contributions are used and valued as a central part of the assessment process and children will be involved and encouraged to express their own views on their achievements.

All children will be assessed on entry to the Reception class. This will take place within 5 weeks of joining the school through the statutory Reception Baseline Assessment. Reception staff will monitor development and keep records in the form of an electronic learning journal using Tapestry. The Reception team make on going formative assessment and a summative judgement is made 3 times a year. This is based on information teachers and support staff gather from teacher knowledge, small group and individual assessments. This information assessed alongside the Good Level of Development. Insights will be shared at parent consultation meetings and parents and carers are able to contribute Focus Week sheets during these meetings.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Children will be prepared for this check in class as part of their phonics learning. Results are included within the Year 1 end of term report.

SATS

Children in Year 6 take national assessments during May each year. The results of these assessments are reported annually to the parents in the end of year school report. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching. At Key Stage 1 we have opted into a formal test which will be completed by every child in reading, writing and mathematics. This will form part of a portfolio of work and an overall teacher assessment will be reported.

Children in year 6 will be expected to have a portfolio of writing, which will be used by the class teacher to demonstrate whether the child has met the year group objectives. Moderation of writing will take place across year groups and with different schools to ensure judgements are accurate.

Marking and assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. (See marking and feedback policy for more information.) Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment from Reception to Year 6 is recorded on SIMS.

Assessment information will be collected through observations, information in books, pupil self-assessment, short summative assessments and formative assessments.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing and maths. The cohort document will contribute to Pupil Progress meeting discussions and toward accountability data.

Reporting to Parents

Parent consultation evenings take place in the autumn and spring terms for children in Year 2 through to Year 6.

Focus meetings will be held termly for pupils in Reception and Year 1. They will take place the week after the child is the focus child. During this meeting, the child's learning and development will be discussed.

Reports to parents

At the end of each year, families will receive a full report detailing progress and attainment across the curriculum. The report will be based on observations and written outcomes by the teaching team.

Inclusion

Yavneh Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusion Leader, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Education Plans, where appropriate, which are reviewed with the child and parents termly. (see SEN policy for more information) All children are encouraged to achieve their best and become confident and happy learners.

This policy will be reviewed in full by the Governing Body every two years.

*This policy was written in **September 2024***

*Review date: **July 2026***