

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote accelerated progress for individuals, groups and cohorts. At Dussindale Primary School, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards using Pupil Asset Point in Time Assessment

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils so they can be encouraged to self-assess their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Throughout the school children are assessed periodically each term and progress and attainment data is recorded. Test materials and standardisation and moderation meetings are used to support teachers with making accurate teacher assessment judgements. These assessments are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- First six weeks in EYFS (baseline)
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)



Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Curriculum Progress Meetings. Focus groups are:

- Pupil Premium
- SENd
- Exceeding national expectations
- Lower attainers

Roles and Responsibilities

- **Governing Body:** Monitor whole school attainment and progress data
- **Headteacher:** Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- **Assessment leader:** Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- **Teachers:** Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- **Support staff:** Support children with their learning as directed by class teachers and provide feedback on children's learning
- **Parents/Carers:** Support children with home learning

Assessment Criteria

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children are assessed in year groups as emerging, expected or exceeding national or school expectations.

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the autumn and spring terms. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress, with end of year Key Stage assessment data shared in the summer term.

COVID-19 restrictions

As a result of COVID-19 restrictions, Parent Consultation Meetings or informal meetings between staff and parents will be virtually by video link or socially distanced outside.

This policy should be read in line with all other school policies.





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