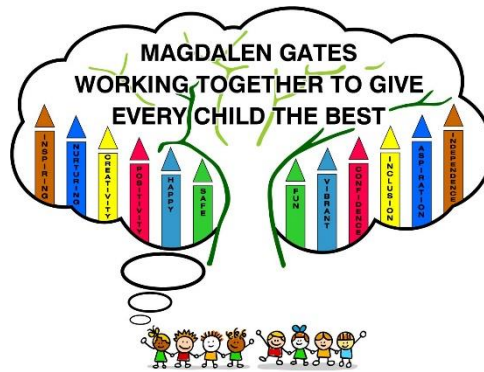




Magdalen Gates Primary School Assessment Policy



Formally adopted by the Governing Board of:-	Magdalen Gates Primary School
Approved by:-	Paul Guille, Kathryn Davenport and Hannah Gascoigne
Chair of Governors:-	Kathryn Davenport
Last updated:-	January 2025
Next review date:-	May 2025

Statement of intent

Magdalen Gates Primary School believes that in order to facilitate effective and successful teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Acknowledging achievement.
- Working with other agencies as needed.

Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

Rationale

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support. Assessment for Learning should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of all individuals and specific groups.

1. Key roles and responsibilities

- 1.1. Magdalen Gates governing body has overall responsibility for the implementation of the Assessment Policy and procedures of Magdalen Gates Primary School
- 1.2. Magdalen Gates governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Headteachers has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The Headteachers will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of Magdalen Gates Primary School
- 1.5. The Headteachers are responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing learning needs for all pupils and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data for comparison
- 1.6. The Headteachers are responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing SEND support plans and arranging accessing arrangements for statutory assessment.
- 1.7. Teaching staff are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to Pupil Progress Meetings and SEND support plans for pupils with SEND.
- 1.8. All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with SLT.
- 1.9. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- 1.10. Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

2. Training of staff

- 2.1. We recognise that early intervention can improve both achievement and self-esteem. As such, teachers will receive professional development and training in identifying pupils potentially at risk of not meeting targets.
- 2.2. Teachers and support staff will receive professional development and training on the Assessment Policy as part of their new starter induction.
- 2.3. Teachers and support staff will receive regular and ongoing professional development and training as part of their development.

3. Definitions

Magdalen Gates Primary School:

- 3.1. Defines “assessment” as either:
 - Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback to inform next steps.
 - Activities which enable modification of teaching and learning activities to improve achievement.
 - Activities which lead to formative or summative feedback.
- 3.2. Defines “diagnostic assessment” as any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.
- 3.3. Defines “formative assessment” as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.
- 3.4. Defines “summative assessment” as activities which assess final achievement at the end of the year or at the end of a unit of work.

4. Types of assessment

4.1. Magdalen Gates Primary School acknowledges that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):

- Oral feedback
- Teacher/ pupil learning conversations
- Self-assessment
- Peer assessment
- Group assessment
- High order questioning
- Assessment for Learning strategies
- Whole class feedback

4.2. Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Self-assessment against learning objective and success criteria
- Peer assessment – using WalkThrus
- Whole class feedback

5. Scheme of assessment

5.1. National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. Magdalen Gates uses the PITA judgements (Point In Time Assessments) to judge where the children are in relation to Age Related Expectations (ARE) for each year group.

5.2. Please consult the school assessment schedule and scheme of assessment documents (Appendices 1 and 2)

5.3. Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against ARE. We utilise the following formal summative assessments:

- NfER assessments
- No More Marking - Comparative Judgements
- SATS papers

6. Target setting

6.1. Pupils complete baseline assessments in the autumn term (based on teacher judgements), which inform long term national curriculum-based learning goals. Using the results of the diagnostic assessments, pupils' mastery of the subject will be classed as "working towards", "expected", or "greater depth".

6.2

SEND pupils may follow national curriculum objectives from a younger year group's curriculum, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria.

EAL learners, who are at the initial stages of learning English, are assessed using the Northern Association of Support Services for Equality and Achievement (NASSEA) assessment system for EAL learners.

6.3. Short-term and medium-term targets that lead to the long-term learning goals are agreed with pupils and are shared with parents/carers in the annual pupil reports that are published each Spring.

7. Tracking and reviewing progress

7.1. Summative assessment milestones are recorded electronically using Pupil Asset. National curriculum objectives are only recorded as 'working at expected standard' when a child is competent with them. In order to have a "greater depth" understanding of an objective, pupils must:

- Learn the skill/concept.
- Practise it.
- Apply it.
- Apply the skill/knowledge in a different context.

7.2. To assist in guiding each pupil's learning journey, data snap-shots are taken at class, and subject level, three times a year. Pupil Progress on a Page documents for each year group are produced every term and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming and excelling ('what we are worried about' and 'what is going well')
- Pinpointing barriers to learning that occur across classes, e.g. EAL and SEND factors.

- Selecting intervention strategies to implement as a team to tackle barriers to learning.
 - Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this and planning extension activities for pupils who will demonstrate this.
- 7.3. Pupil Progress follow up meetings will be attended by the Assistant Head (Achievement) and/or other members of SLT plus the class teachers. The purpose of the pupil progress meetings is to monitor pupils who are identified as underachieving in a number of subjects; to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

8. Homework

- 8.1. Depending on the year group, homework is focused on spellings, times tables and reading at home.

9. Marking and feedback

- 9.1. Marking of pupils' work should follow the Marking and Feedback Policy.
- 9.2. Marking and feedback should directly relate to the learning objectives and success criteria. The primary aims of marking are to ensure that each pupil knows what they are doing well and that they know what to do so they can progress and for teachers to be aware of knowledge gaps, so that planning can be adjusted accordingly. Whole class feedback is used to triage children's learning outcomes and plan next steps.
- 9.3. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work. The most appropriate time for this to happen will be chosen by the class teacher and will be dependent on the whole class feedback and/or planned assessment for learning strategies and retrieval practise.
- 9.4. Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).
- 9.5. Marking and feedback strategies include:
- Verbal feedback
 - In-depth marking of longer written pieces of work at least half termly

- Peer assessment
 - Self-assessment
 - Whole class feedback
- 9.6. When marking work, teachers identify patterns of spelling and grammar mistakes. Pupils are given opportunities to make corrections to their work.
- 9.7. Achievement is rewarded in the following ways:
- Pompoms or marbles (whole class rewards)
 - Golden tickets
 - Postcards

10. Records and record keeping

- 10.1. Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:
- Pupil work
 - Pupil asset
 - QLA from NfER
 - Pupil progress on a page documents
 - Subject leader MERs (monitoring and evaluation records)
- 10.2. At the early years foundation stage (EYFS), each child's developments and achievements are recorded on tapestry and baseline assessment are taken in accordance with the national assessment expectations. These are recorded on Pupil Asset and reported to the Local Authority
- 10.3. Summative assessment records, such as key stage 1 and key stage 2 examination results, are kept electronically and held for six years after the year of the examination.
- 10.4. Formative assessment records, such as pupil work, are held for one year.

11. Standardisation and moderation

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

- Collaboration with colleagues in the form of informal meetings/ mentoring sessions/ staff meetings
- Partnership with colleagues from other schools within the local area
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.

11.2. Portfolios of moderated work are kept securely by subject leaders where appropriate

12. Reporting

12.1. Reports promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

12.2. A written report for each pupil is sent to parents/carers annually in the Spring term for Years 1-6, EYFS parents/carers received this at the end of the summer term. Reports outline pupils' progress in the core and non-core subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for literacy, numeracy and science are also set.

12.3. An annual report is provided for parents in the Spring term. For pupils at the end of key stages 1 and 2, additional information, including the details of SATs, are provided at the end of the Summer term.

12.4. Parents/carers are invited to attend formal consultations (parent evenings) with the teacher during the autumn and spring terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the Headteacher at other times.

12.5. Class teachers or the Headteacher may invite some parents for interview if required.

12.6. The Co-Headteachers report progress to governors on a termly basis, in the form of a Headteachers' report and/or data on a page reports.

13. Links to other policies

13.1. This policy also links to the Homework Policy, Behaviour Policy and Marking and Feedback Policy.

14. Policy review cycle

14.1. This policy is reviewed by the senior leadership team in partnership with school governors and curriculum leaders on an annual basis.

Date: January 2025

Review Date: May 2025

Appendices

Appendix 1 School Assessment Schedule

Autumn one	<p>On entry baseline data compiled for EYFS</p> <p>Parents' consultation meetings</p> <p>'My Class' staff meeting held</p> <p>SEND plans created.</p> <p>Pupil progress on a page documents and follow up meetings.</p> <p>Multiple Choice Quizzes used to measure progress in key Foundation Subjects</p> <p>No More Marking Comparative judgement</p> <p>Baselines completed and Pupil Asset Updated</p> <p>Baseline Data on a page report completed</p> <p>RWI Phonics assessments</p>
Autumn two	<p>Summative assessments (NfER and past SATS) completed</p> <p>QLA completed</p> <p>Whole staff assessment moderation meetings</p> <p>SEND plans reviewed and Spring targets set.</p> <p>Multiple Choice Quizzes used to measure progress in key Foundation Subjects</p> <p>No More Marking Comparative judgement</p> <p>Pupil progress on a page documents and follow up meetings.</p> <p>RWI Phonics assessments</p> <p>Year 2 Phonics Screening check to Local Authority</p> <p>Pupil Asset PITA judgements updated</p> <p>MERs completed by all subject leads</p> <p>Autumn Data on a page report completed</p>

<p style="text-align: center;">Spring one</p>	<p>Multiple Choice Quizzes used to measure progress in key Foundation Subjects</p> <p>No More Marking Comparative judgement</p> <p>Individual children's reports written</p>
<p style="text-align: center;">Spring two</p>	<p>Summative assessments (NfER and past SATS) completed</p> <p>QLA completed</p> <p>Whole staff assessment moderation meetings</p> <p>SEND plans reviewed and Summer targets set.</p> <p>Multiple Choice Quizzes used to measure progress in key Foundation Subjects</p> <p>No More Marking Comparative judgement</p> <p>Pupil progress on a page documents and follow up meetings</p> <p>Individual children's reports given to parents and Spring Parent Consultations held.</p> <p>RWI Phonics assessments</p> <p>Pupil Asset PITA judgements updated</p> <p>MERs completed by all subject leads</p> <p>Spring Data on a page report completed</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer one</p>	<p>Multiple Choice Quizzes used to measure progress in key Foundation Subjects</p> <p>No More Marking Comparative judgement</p> <p>Year 6 SATs.</p> <p>Year 2 (optional) SATs.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer two</p>	<p>Year 1 phonics screening check (PSC)</p> <p>Year 4 Multiplication Tables Check (MTC)</p> <p>Report EYFSP to LA</p> <p>Report Year 1 phonics assessment results to LA</p> <p>Report Years 2 and 6 SATs results to LA.</p> <p>Report all results of statutory assessments to parents.</p> <p>End of year transition meetings.</p> <p>Multiple Choice Quizzes used to measure progress in key Foundation Subjects</p> <p>No More Marking Comparative judgement</p> <p>Pupil Progress on a page documents and follow up meetings</p> <p>RWInc Phonics Assessments</p> <p>Pupil Asset PITA judgements updated</p> <p>MERs completed by all subject leads</p> <p>Summer Data on a page report completed</p>

Appendix 2: Magdalen Gates Scheme of Assessment English and Maths

	<p>English</p> <p>Ongoing formative assessment and whole class feedback Update Pupil Asset for reading, GPS and writing. Independent writing samples NFER or past SATs papers for Reading and GPS Question Level Analysis Assessments of phonic phase for each child (EYFS/key stage 1). No More Marking</p>
	<p>Maths</p> <p>Ongoing formative assessment and whole class feedback Update Pupil Asset for maths NFER or past SATs papers for maths Question Level Analysis</p>