



# Starks Field Primary School

## Assessment Policy

*When the cook tastes the soup, that's formative;  
when the guests taste the soup, that's summative.*

Signed By Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Last Reviewed: January 2019

Review Date: January 2020

### **The principles of assessment:**

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment.

### **How we assess at Starks Field:**

#### **Early Years**

##### **Assessment:**

Throughout the EYFS assessment is used to inform staff of the next steps for individual children. Observations are undertaken using an electronic system which enables teachers to analyse children's development and plan appropriate next steps. Assessment can be completed in a variety of different forms:

- Longer, narrative observations
- Photographs - **photographs must only be taken on school cameras/ipads and downloaded onto school computers**
- Snap shot observations/examples or photocopies of children's work/children's voice/written examples of children's language development/work in books/the teachers' knowledge of the children

At Starks Field **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. **Every day we assess our children through:**

- Setting learning objectives and seeing if the pupils have met them
- Establishing the success criteria and marking against it
- Questioning in lessons
- Evaluating learning through the plenary
- Marking
- Setting targets in maths and English and ensuring our pupils have met them

Planning and lessons are adapted in light of these ongoing assessments.

**Summative assessments** take place at the end of each term and inform teachers of how well pupils have understood and retained learning and the progress they have made over a period of time. It is used to inform the senior leadership team and governors, the following year's teacher and to inform parents of their child's progress and attainment. We use a range of assessment tools to do this. Assessment weeks are indicated in the monitoring and evaluation schedule.

	Term 1		Term 2		Term 3
EYFS	EYFS profile		EYFS profile		EYFS profile
Yr 1	Use EYFS outcomes for those working below age expectations R: PAT/supported reading ass W: PAT grids M: Hackney maths grids		R: PAT/supported reading ass/ past phonics test W: PAT grids M: Hackney maths grids		R: PAT/supported reading ass/ W: PAT grids M: Hackney maths grids <b>Phonics test</b>
Yr 2	R: PAT/KS1 reading paper W: PAT/SPAG Rising Stars M: KS1 maths paper/Hackney grids		R: PAT/KS1 reading paper W: PAT/SPAG Rising Stars M: KS1 maths paper/Hackney grids		R: PAT/ITAFS/ <b>KS1 reading paper</b> W: PAT/SPAG Rising Stars/ITAFS M: <b>KS1 maths paper</b> /ITAFS/Hackney grids
Yr 3	R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids		R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids		R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids
Yr 4	R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids		R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids		R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids
Yr 5	R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids		R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids		R: PAT/NFER test W: PAT/SPAG Rising Stars M: NFER/Hackney grids
Yr 6	R: past paper W: PAT/ITAF M: Past paper SPAG: past paper	R: past paper W: PAT/ITAF M: Past paper SPAG: past paper	R: past paper W: PAT/ITAF M: Past paper SPAG: past paper	R: past paper W: PAT/ITAF M: Past paper SPAG: past paper	<b>W: ITAFS</b> <b>KS2 SATS papers</b>

Key:

**Red denotes statutory assessments**

PAT = Periodic Assessment Table—written by Enfield LA

Where SEN pupils are not accessing the national curriculum, P levels are used/pupils who have English as an additional language are also assessed using a 5-point proficiency scale.

Judgments are moderated at staff meetings and in phase groups. Assessment information is entered into the school's Management Information System once a term by teachers.

This information is analysed by the Head Teacher and Deputy Head Teacher and a termly assessment information booklet is produced. This tracks the attainment and progress of year groups, classes and significant groups within the school. SLT also analyse the impact of additional support through the data for focus groups. Information is shared and discussed with the Senior Leadership Team, the wider Leadership Team (which includes English, maths and science leaders) and governors. At staff meetings, staff are updated on headlines of children's progress.

Pupil progress meetings take place termly for all year groups and half termly for Years 2 and 6 to review how well pupils are progressing and to identify children who are not progressing as well as they should.

Results inform teaching for the next term: underachieving pupils are discussed and the effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to the inclusion team. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for pupils on the SEN register.