



WHOLE SCHOOL ASSESSMENT POLICY

Date: September 2021

Prepared by: Deputy Head (Academic) with Head of Pupil Progress & EYFS and KS1 Coordinators.

Review: Trinity Term 2022

1. Aims

Assessment is an integral part of successful teaching and learning, and serves several purposes:

- to help pupils to make progress
- to support monitoring of pupil progress
- to identify strengths and weaknesses to facilitate pupil target-setting
- to inform teachers' planning
- to inform setting decisions

2. Major Assessments

Shell (Reception)

- Baseline and Baseline Progress (BASE)

Year 1

- PTE, PTM – September and May
- Abacus Evolve (half termly mathematics assesment)
- Big Write (half termly writing assessment)

Year 2

- PTE, PTM – September and May
- Abacus Evolve (half termly mathematics assesment)
- Big Write (half termly writing assessment)
- CAT4 in September.

Year 3-4

- PTE, PTM – September and May
- CAT4 in September.
- PTS in May
- Termly mathematics and English assessments

- End of unit assessments in other subjects

Year 5

- PTE, PTM – September and May
- CAT4 in September.
- PTS in May
- Termly mathematics and English assessments
- End of unit assessments in other subjects
- End year examinations in English, mathematics, verbal and non-verbal reasoning.

Year 6

- PTE, PTM – September and May
- CAT4 in September.
- PTS in May
- Termly mathematics and English assessments
- End of unit assessments in other subjects
- Diagnostic assessments in English, mathematics, verbal and non-verbal reasoning in September to inform preparation for entrance examinations.
- ISEB familiarisation assessment in early November.

Heads of Department are responsible for assessments within their respective subjects. The administration and analysis of PTE, PTM, CAT4 and PTS are the responsibility of the Head of Pupil Progress. Preparation for entrance examinations are the responsibility of the Deputy Head (Academic).

End of unit assessments and termly mathematics and English assessments are reviewed with pupils to involve them in their progress.

3. INVIGILATORS' INSTRUCTIONS

These instructions are for internally set examinations

1. The first invigilator must seat pupils in alphabetical order within their form.
2. Pupils must be spaced out and remain in the same seat for each examination.
3. At the end of the examination check that all answer sheets are named.
4. Collect answer sheets in ALPHABETICAL order.
5. Return papers to person responsible as listed above.
6. Examinations are to be done in silence.

Pupils who qualify for extra time, or other access arrangements, carry out their assessments in a separate room with the Head of Learning Support.

Year 5 pupils will be given the Guidance for Examinations bookmark by Form teachers to help them to understand the correct behaviours prior to examinations.

PLEASE NOTE: Assessment results **must not** be discussed with pupils until all

examinations have been completed by the year group and relevant moderation by Heads of Department has been carried out.

Moderation

EYFS and KS1

Termly moderation of work in maths and English is done in planning meetings.

KS2

Termly moderation in maths and English is done in planning meetings.

All other subjects are moderated by HoDs through work sampling.

Progress Monitoring

Analysis of GL assessment data will be undertaken in September to identify pupil progress and then pupils identified as needing further monitoring are reviewed in February. Further GL assessments are completed again in May to monitor pupil progress. Data collected from GL assessments are used to triangulate results from other in-class assessments to identify progress.

EYFS

- teachers monitor pupil progress continuously using the electronic tracking resource "Tapestry". It records evidence of the different strands of learning which go to make up the EYFS Profile. Results are reported to Parents and Surrey County Council at the end of the reception year (Shell).

Each pupil's development is assessed against the Early Learning goals and judged according to the EYFS Profile requirements and must be completed in the final term of the year in which they are five.

KS1

- Teachers use data from weekly assessments in spellings and times tables (Year 2) as well ongoing assessments of their work to monitor progress made. PM Benchmark reading assessments are carried out individually on pupils to check the accuracy and comprehension for the reading level they are on.

Personal Passports are kept from Shell (reception) through to Year 2. Pupils showcase their best work in Maths, English and 'one other' to demonstrate academic progress and skill development over three years. At the end of Year 2, the Passports are sent home.

In Years 3 – 6 each pupil will have a Pupil Progress folder which will showcase their best work termly, following the subject schedule. The work should be class work, not homework. This has moved to a digital folder on Showbie which can be accessed at any time at home or in school.

Michaelmas	English (published writing) Mathematics (reasoning or problem solving) Science (conclusion following an experiment) Geography (text)
Lent	English, Mathematics, Science – all as above History (text)
Trinity	English, Mathematics, Science – all as above Language (text)

4. Review

The effective implementation of this Assessment Policy will be the responsibility of the Deputy Head (Academic) and Head of Pupil Progress