



Assessment Policy			
Date	Review Date	Lead Person	Nominated Governor
Autumn 2023	Autumn 2026	Catherine Pickles	Chair of Standards and Achievement Committee

School mission statement

At Cononley Primary School we are committed to inspiring and challenging our children:

- To become independent lifelong learners and thinkers.
- To value and respect themselves and others
- To reach their full potential and become the best possible citizens of tomorrow.

Aims of Policy

At Cononley Primary School the purpose of assessment is:

- to identify gaps in pupil's knowledge so that teachers can adjust planning and teaching to enable children to make the next steps in learning and reach their full potential.
- to demonstrate progress by showing that pupils know and remember more.

Formative Assessment:

Ongoing, formative assessment is an integral part of effective teaching and learning, allowing teachers to identify what children know and remember. Formative assessments will be used by staff on a day to day basis to find out what children know, need to consolidate or are finding difficult. Staff will work flexibly, adjusting planning and teaching in response to all of their pupils' needs, including SEND, enabling additional support to be provided quickly when needed. Progress will be gauged by children knowing and remembering more. It is vitally important that key knowledge is transferred to the long-term memory in order for children to understand key concepts and ideas in future learning. Formative assessments are used to inform next steps in teaching.

Early Years Foundation Stage

Staff use their experience and knowledge to gauge whether a child's learning and development is on track for their age. They spend lots of time engaging with children and use their experience and knowledge to plan for the appropriate support which will enable all children to make progress from their starting points. At the end of EYFS, staff use their judgement to assess whether the children have met the Early Learning Goal for each area of learning and inform parents/carers.

Key Stage 1 and Key Stage 2

Pupils will be assessed on the knowledge they have learned. In line with research on memory and retrieval, assessments take place at approximately 2, 6 and 12 weeks after each unit of work. The purpose is to determine whether knowledge has transferred to long term memory; progress will be measured by pupils knowing and remembering more. Assessments are carried out using a variety of ways including observation of pupils, discussions, questioning, and low-stakes tests and quizzes.

Monitoring



Monitoring is carried out by subject leaders, senior leaders and governors to assure the reliability of assessment throughout the school, making sure pupils know and remember their specific taught curriculum and develop greater fluency as they move through the school.

Maths and English are monitored each term using a range of assessments and standardised tests. During the summer term a full national test or standardised test is completed to assure whether pupils are working at expected standard or above. We take part in LA moderation which further validates results in Year 2 and Year 6.

Impact

At the end of each year the school reviews the effectiveness of assessment, considering the following key questions:

- What is working well in assessment?
- What could be improved?

Reporting to Parents and Carers

Using the statements in the Programmes of Study for their year group, parents and carers will receive a summary of their child's attainment in the end of year report.

Early Years Foundation Stage

At the end of EYFS, each child will receive a report showing their attainment in relation to the Early Years Outcomes: attainment is recorded as 'on track' or 'not on track'.

KS1 and KS2

Attainment is recorded as follows:

Attainment	Explanation
Pre	Working well below the expectation for the year group.
W1	Working within the expectation for the year group – on track during Term 1.
W2	Working within the expectation for the year group – on track at Term 1.
W3	Working within the expectation for the year group – on track at end of Term 2.
A	Achieved the expectation for the year group – end of Term 3.
GD	'Greater Depth' – pupils who achieve the expectation for the year group and have demonstrated a deeper understanding in the majority of statements will be described as having achieved Greater Depth.



White Rose Maths unit assessments – ongoing KS1 and KS2
Arithmetic Papers - ongoing Year 5 and Year 6

September	Reception baseline assessment EYFS and Y1 phonics assessments (using RAP) in line with SfA phonics programme KS2 sticky knowledge checks – week 1
October	
November	EYFS and Y1 phonics assessments (using RAP) in line with SfA phonics programme KS2 sticky knowledge checks – week after half term Y3/4 Reading Comprehension (Headstart paper) by last week in November. Y5/6 SPAG, Maths and Reading Comprehension tests by last week in November. KS1 and KS2 Writing Assessments by last week in November.
December	Reception End of Term 1 Assessments
January	EYFS and Y1 phonics assessments (using RAP) in line with SfA phonics programme KS2 sticky knowledge checks – 1st week of term
February	EYFS and Y1 phonics assessments (using RAP) in line with SfA phonics programme KS2 sticky knowledge checks – week after half term
March	Reception End of Term 2 Assessments KS1 and KS2 Writing Assessments KS1 and KS2 reading – Y2 – past SAT paper KS2 – Y3 / 4 Test Base; Y5 Headstart Y6 SAT KS1 and KS2 Maths Testbase (or Y2 or Y6 SAT paper)
April	EYFS and Y1 phonics assessments (using RAP) in line with SfA phonics programme KS2 sticky knowledge checks – 1st week of term
May	Y6 SATs
June	EYFS and Y1 phonics assessments (using RAP) in line with SfA phonics programme KS2 sticky knowledge checks – week after half term National Phonics Check – KS1 National Time Tables Check – Year 4 KS1 and KS2 Writing Assessments by last week in June Y3/4/5 SPAG, Maths and Reading Comprehension (Test Base or Y5 Sat tests) by last week in June EYFS profiles to be completed
July	



Appendix 2: Frequency of Assessments by Subject

Subject	Year	Method of Assessment	Frequency
Phonics	EYFS and Year 1 (Also for Year 2 until pupil has learned all 44 phonemes/graphemes with fluency and accuracy.)	Ongoing assessments during phonics lessons. Summative phonics assessment using Reading Assessment Programme (SfA Phonics)	Daily During assessment weeks designated as part of the Phonics Programme
Reading	EYFS and Key Stage 1	Ongoing assessments in during reading lessons. Summative reading assessments using Reading Assessment Programme (SfA Phonics) Reading comprehension tests – Past SAT papers – Year 2 only	daily As above March and June. (Fluent readers beyond white band may also use past SAT papers in January)
Reading	Year 3 and Year 4	Ongoing assessments in Whole Class Reading lessons – notes recorded in notebook / file. Individual reading – notes recorded in reading records. Progress through reading boxes /colour bands recorded on overview record. TestBase / Headstart Comprehension	Individual reading is monitored weekly. Children who are less fluent are targeted for additional individual reading session or intervention during the week. March and June November
Reading	Year 5 and Year 6	Ongoing assessments in Whole Class Reading lessons – notes recorded in notebook / file Individual reading – notes recorded in reading records. Test Base / Headstart	Individual reading is monitored weekly. Children who are less fluent are targeted for additional individual reading session or intervention during the week. November, February



		Comprehension Past SAT papers	or March and June
Writing	EYFS	Ongoing observational assessments contributing to summative assessments 4x per year.	October, December, March, June
	Key Stage 1 and 2	Writing Assessment Sheets (adapted from Ros Wilson) 3x per year.	November, February or March and June
Spelling, punctuation and grammar	EYFS, Year 1 and Year 2	Ongoing assessments during phonics lessons	Daily in phonics lessons
	Year 2	Past SAT paper	January and June
	Years 3, 4,5 and 6	Weekly spelling tests SPAG: Testbase (Y3/4) SPAG: Testbase (Y5/6) Past SAT papers(Year 5/6)	Weekly March and June (Y3/4) November, February or March and June
Mathematics	EYFS	Ongoing assessments during adult led and child initiated sessions	
	Key Stage 1	Flashbacks End of block assessments Past SAT papers – Y2	
	Key Stage 2	Flashbacks End of block assessments WR end of term assessment Test base Assessments Past SAT papers (Y6)	Ongoing Upon completion of block March and June – Y3/4 November, Feb or March and June –Y5/6
EYFS Curriculum	EYFS	Ongoing observational assessments	Summative judgements in October, December, March and June.
Science and foundation subjects:	Key Stage 1	Ongoing assessments plus recaps of sticky knowledge to take place in first week of every half term using Class Big Book.	Contributes to end of year judgement in Science and foundation subjects.
Science and foundation subjects: History, Geography, Music, French, Religious	Key Stage 2	Ongoing assessments. Sticky knowledge checks to take place in first week of every half term (approximately 2, 6 and 12 weeks after unit has been taught.) for each unit.	Sticky knowledge checks take place approx. 2, 6 and 12 weeks after completing unit of work (first week of every half term). Scores from sticky



Education Computing			knowledge checks contribute to end of year judgement.
Practical Foundation Subjects: Art and Design, Design and Technology, Physical Education	Key Stage 2	PE – observational assessments in PE lessons working with KANGA sport. Art and Design and Design Technology – observational assessments during blocked lessons in last week of each half term.	Scores from sticky knowledge checks contribute to end of year judgement.

Appendix 3: National Summative Assessment

Year Group	National Summative Assessment
EYFS	Reception Baseline Assessment (on entry to Reception) from September 2021
EYFS	EYFS Profile Assessments (at the end of Reception)
Y1	Phonics Check (in 2021-2022, the Phonics check will be taken by Year 2 pupils in November due to school closures in 2020-2021 caused by Covid 19)
Y2	National Curriculum Teacher Assessments and SATs Phonics Check (re-take for those who did not achieve pass mark last year)
Y4	Times Tables Check
Y6	National Curriculum Teacher Assessments and SATs