CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Assessment Policy			
Date	**Review Date**	**Lead Person**	**Nominated Governor**
Autumn 2021	**Autumn 2023**	**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.

CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

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.

CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Appendix 1 - Assessment Calendar

White Rose Maths unit assessments – ongoing KS1 and KS2

Arithmetic Papers - ongoing Year 5 and Year 6

September	Reception baseline assessment KS1 phonics assessments – week 1 **KS2 sticky knowledge checks – week 1**
October	
November	KS1 phonics assessments – week after half term **KS2 sticky knowledge checks – week after half term** Y2 Phonics check w/b 15.11.21 (2021-2022 only) KS1 Reading assessments based on phonics phase 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	KS1 phonics assessments – 1st week of term **KS2 sticky knowledge checks – 1st week of term** .
February	KS1 phonics assessments – week after half term **KS2 sticky knowledge checks – week after half term**
March	Assessments due by 26.3.21 Reception End of Term 2 Assessments KS1 and KS2 Writing Assessments KS1 and KS2 reading – KS2 – Y3 / 4 Test Base; Y5 Headstart Y6 SAT KS1 and KS2 Maths Testbase (or Y6 SAT paper)
April	KS1 phonics assessments – 1st week of term **KS2 sticky knowledge checks – 1st week of term**
May	Y6 SATs
June	EYFS phonics assessments – week after half term **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	

CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

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. 'Phonics Play' Letters and Sounds Assessments* *these assessments will be replaced when we change from Letters and Sounds to a DfE validated scheme in September 2022	Daily At the start of each half term. Results to be given to Assessment Leader for analysis.
Reading	EYFS and Key Stage 1	Ongoing assessments in Group Reading lessons- notes recorded in GR notebook by individual staff. Individual reading – notes recorded in reading record by staff. Progress through reading boxes recorded on overview record. Reading comprehension tests – Past SAT papers – Year 2 only	3x per week. Weekly. At the end of each term, assessments will be collated and a summative judgement recorded. 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 Reading comprehension	Reading is monitored during whole class reading sessions (3x per week – children monitored on a rota.) Children who are less fluent are targeted for additional individual reading session or intervention during the week. March and June November

CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

		Headstart Comprehension	
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. Progress through reading boxes /colour bands recorded on overview record Test Base / Headstart Comprehension Past SAT papers	Reading is monitored during whole class reading sessions (3x per week – children monitored on a rota.) Children who are less fluent are targeted for additional individual reading session or intervention during the week. November, February or March and June
Writing	EYFS Key Stage 1 and 2	Ongoing observational assessments contributing to summative assessments 4x per year. Writing Assessment Sheets (adapted from Ros Wilson) 3x per year.	October, December, March, June November, February or March and June
Spelling, punctuation and grammar	EYFS, Year 1 and Year 2 Year 2 Years 3, 4,5 and 6	Ongoing assessments during phonics lessons Past SAT paper Weekly spelling tests SPAG: Testbase (Y3/4) SPAG: Testbase (Y5/6) Past SAT papers(Year 5/6)	Daily in phonics lessons January and June Weekly March and June (Y3/4) November, February or March and June
Mathematics	EYFS Key Stage 1 Key Stage 2	Ongoing assessments during adult led and chid initiated sessions Flashbacks End of block assessments Past SAT papers – Y2 Flashbacks End of block assessments Testbase 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

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.	October, December, March and June. Contributes to end of year judgement in Science and foundation subjects.
Science and foundation subjects: History, Geography, Music, French, Religious Education PHSE Computing	Key Stage 2	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 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

CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children