



ST MATTHEW'S CATHOLIC PRIMARY SCHOOL

ASSESSMENT POLICY

2024-2025



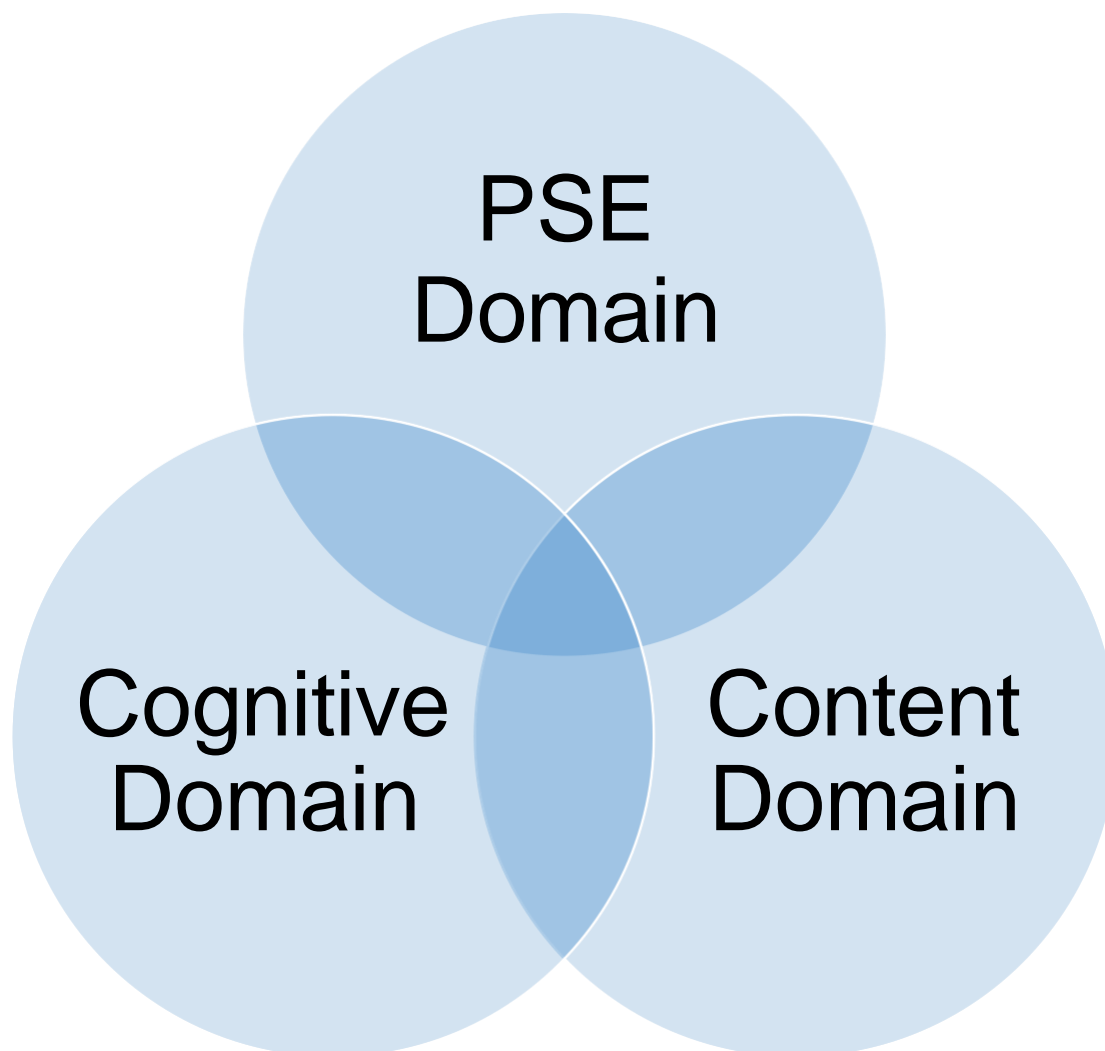
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ASSESSMENT POLICY FOR PROJECT SCHOOLS

LOVE, LEARN AND SHINE TOGETHER WITH JESUS

Broader Assessment Approach needed with a 'Mastery' approach

A mastery approach is about children's ability not only to retain what they know but the ability to use this information in differing contexts at distance from direct teacher input, as well as the ability to be self-regulating. It is the interaction of these three domains which will ensure pupils progress through a 'mastery' curriculum



This can be achieved by ensuring the school's curriculum recognises the need for both breadth and depth of study to embed pupil learning and developing their 'mastery' of it. Whilst subjects in the curriculum allows us to organise the content domain, it should be recognised that the cognitive domain sits above all subjects but connects them all. The personal, social and emotional aspects of learning are referred to as 'the hidden curriculum'. Considering its importance to the 'mastery' approach it is no coincidence that this area is being given statutory status.

Developing pupils personal, social and emotional aspects of learning

This must be embedded across the curriculum and not just in specific subjects or in specific lessons. Teachers can foster this in 3 ways

Pupils engaging in learning – this will be demonstrated through;

- **‘Finding out and exploring’** is concerned with the child’s ability to apply their prior learning
- **‘Using what they know in their learning’** describes how children bring together their current understandings, combining, refining and exploring their learning in creative ways in a new context.
- **‘Being willing to have a go’** refers to the child: seeking challenge, having a ‘can do’ attitude, being willing to take a risk in new experiences and developing the view that failures are opportunities to learn.

Pupils being active in their learning - this will be demonstrated through;

- **‘Being involved and concentrating’** describes the intensity of attention that arises from children engaged in following a line of interest in their activities.
- **‘Keeping on trying’** refers to: the importance of persistence even in the face of challenge or difficulties, an element of purposeful control which supports resilience
- **‘Enjoying achieving what they set out to do’** builds on the intrinsic motivation which supports long-term success. It refers to the reward of meeting one’s own goals, rather than relying on the approval of others. Closely linked with self-regulation.

Thinking critically- this will be demonstrated through

- **‘Having their own ideas’** covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to seek challenge, and to explore ways of solving these.
- **‘Using what they already know to learn new things’**: develop and link concepts, find meaning in sequence, cause and effect.
- **‘Choosing ways to do things and finding new ways’** involves children in making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.

The Link between Curriculum and Assessment

We see the school's curriculum as the primary tool to ensure children know and remember more. The curriculum provides the framework of what we intend children to learn. The curriculum **intent** allows us to create the **outcomes** against which we can assess whether children have achieved the intent or not.

Diagnostic Assessments are vital in ensuring children are **retaining** their learning. In this way they ensure that children have remembered what they have learnt overtime. These assessments take place at the beginning of new learning and check that the prior learning has been retained. Teachers would use this information to decide if a child needs to revisit, consolidate or move on in the learning.

Formative assessment judgements allow us to take one of 3 actions on **implementing** the curriculum when reviewing learning. The intent is achieved and the child moves on (M) in their learning.

The **intent** is partially achieved and the child needs further practice to consolidate (C) their learning. Finally the child does not achieve the intent and so has to revisit (R) the learning before moving on. For each outcome this would involve providing feedback to the learner as well as informing future planning.

Summative assessments at the end of units of work would ensure that assessments are taking place at distance from direct teaching as well as ensuring that the reviews of learning support curriculum **implementation** by informing the teacher about what to plan next.

Overtime there is a need to check children's understanding and evaluate the **impact** of the curriculum on children's learning. These will refer to the school's broad curriculum **intent** for a year group or national expectations when appropriate, to review learning and to support future curriculum **implementation**.

Intent

- This is the role of **intended learning outcomes** in assessing whether the intended learning has been **achieved**.

Implementation

- This is how **learning reviews** of the intended learning outcomes are used to **inform** future curriculum planning.

Impact

- This is a review of children's learning and development at specific points on their learning to **inform** future provision and **evaluate** prior learning.

Assessment Policy

High quality assessment practice is not merely about achieving particular outcomes it is about preparing pupils to become self-regulating learners and to achieve this by setting high expectations of themselves. This will be achieved by ensuring children embedded their learning and apply it across the curriculum.

The purpose of this policy is to support:

- staff in ensuring a consistent vision of assessment in our school
- Learning must be embedded to be retained by pupil's overtime and demonstrated in different subjects or contexts.
- parents in beginning to understand how well their child is doing compared to age related expectations
- staff in maintaining and raising the standards of achievement, and attainment, for all our pupils over time

Primary purpose of assessment in St Matthew's is to help the learner make progress and reach their potential. This will be achieved by considering the following:

- assessment information is gathered from looking at what pupils already know, understand and can do to inform future instruction
- will be informed by their parents/previous providers as appropriate
- be used to plan appropriate teaching and learning
- to identify pupils who are falling behind in their learning
- to identify pupils who may need additional support to 'catch up' with their peers
- Enable all pupils to make progress and achieve well compared to age related expectations from the curriculum.
- Enable pupils to understand how to improve as a result of useful feedback, written or oral, from teachers, peers or self.

The principles of in school assessment

St. Matthew's Primary School will make good use of formative, diagnostic and summative assessment approaches and ensure the correct balance between these approaches. At the core of this policy is the recognition that **high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.**

Formative Assessment is not just assessment that involves more than only marking and feeding back judgements, but ensuring that instruction is tailored to pupils needs.

Diagnostic assessment is bound into the next steps, looks forward as well as back, and is closely allied to forward planning. This will be used after a period of teaching and to link units of work to show progress.

It should be recognised that by the school making effective use of **pre learning assessment tasks** periodically the teacher can ensure that the curriculum a child receives is matched to their next steps in learning. It allows the teacher to review learning to see if the pupil has retained their prior learning and if **revisiting (R)** or **consolidation (C)** is needed before **moving on (M)**.

By the use of **summative post learning assessment** tasks the pupil progress can be judged against their pre learning task and the intended learning for the unit of work. Teachers again review learning and if **revisiting (R)** or **consolidation (C)** is needed before **moving on (M)**. This information can be used to identify the impact that the curriculum is having on pupils learning.

These tasks and tests are against the school's curriculum **not commercial** 'off the shelf' assessments which may not match the **intended learning outcomes** of the school's curriculum and hence will not **be valid** to judge progress or **purposeful** for next steps.

This will also allow the school to change the culture of **'assessment'** from constant recording for accountability to informing instruction and the curriculum. The time this frees up for staff will allow them to focus clearly on improving the quality of teaching that pupils receive.

In this way pupil's learning will become embedded and rates of progress will be accelerated through the curriculum due to high expectations set by the staff and schools curriculum.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in our school and provide clear guidelines for the implementation of the policy
- Ensure assessment is purposeful, valid and reliable for analysis
- Be clear on the role of diagnostic, formative and summative assessments in informing instruction and providing feedback to the learner.
- Ensure that assessments take place at distance from direct teaching to ensure pupils have retained their learning
- When assessments should be recorded and the purpose of the assessment does not require it to be recorded.
- Ensure that pupil misconception are diagnosed and challenged
- Provide clear guidelines for the implementation of the policy
- Reduce teacher workload by using effective sampling techniques.
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Assessment in St. Matthew's Primary School will:

- enable individual pupils to make progress in their learning and that their learning is retained over time.
- relate to shared learning intent and intended learning outcomes
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do independently appropriate to their age
- involves success criteria that is shared and that work is assessed against this
- include reliable judgements about how learners are performing, related when appropriate to national standards
- Involves both teacher and pupils reviewing and reflecting upon assessment information and considering if they need to revisit (R), consolidate (C) or move on (M) in their learning.
- provide timely feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these as part of the teaching process.
- enable teachers to plan more effectively by using assessment outcome to plan future instruction
- provide us with information to evaluate our work, and amend planning at whole school, class and individual pupil levels
- enable parents to understand and be involved in their child's progress
- ensure that our practices in this area are fully inclusive

Roles & Responsibilities (see flow diagram summary in back of the policy)

Teachers and Learning support assistants are responsible for carrying out diagnostic, formative and summative assessments with individual pupils, sample groups and whole classes, depending on the context. These outcomes will be shared with pupils as part of an on-going assessment dialogue with pupils about their learning progress.

The outcomes of periodic summative assessments in the all subjects are reported to the SLT as outlined in the school's curriculum policy, these outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report. These reports will refer to the schools benchmarking approach.

For English and Maths pupils are placed into 4 benchmarks (Below, Just Below, On Track, Greater Depth) indicated by the outcomes of their periodic assessments. In science and the foundation subjects the children are placed into the same 4 broad groups related to age related expectations when appropriate. These assessments are recorded on Insight.

Assessment Leader is responsible for ensuring that:

- Each class teacher uses Programme of Study (POS) as their basis for planning the objectives against which the performance of individuals and vulnerable groups will be assessed as the schools on – going assessment.
- Periodic summative assessment outcomes inform feedback to the curriculum or learner.
- All staff are familiar with current assessment policy and current practice.
- Identifying pupil groups who are vulnerable to underachievement in relation to age related expectations and prior attainment in the core subjects.
- Use QLA at KS1 and KS2 to identify areas of the curriculum in need of development and share with staff
- Using outcomes to identify and prioritise underachieving pupils across the school.
- There will be reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years at points of transition.

The Headteacher and the Assessment Leader are jointly responsible for:

Ensuring class teachers are aware of their accountability for the progress of the cohort, specific groups and individual pupils. They will do this by taking into consideration the progress of learners against the intent of the school's curriculum.

Subject Leaders are responsible for:

- Ensuring all staff are familiar with the on-going assessment, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and senior leaders, where appropriate
- Create a bank of periodic assessment tasks and tests to validate pupil progress against the curriculum in year and between years in all subjects.
- Monitoring standards in their subject according to expectations set out in the school's curriculum.

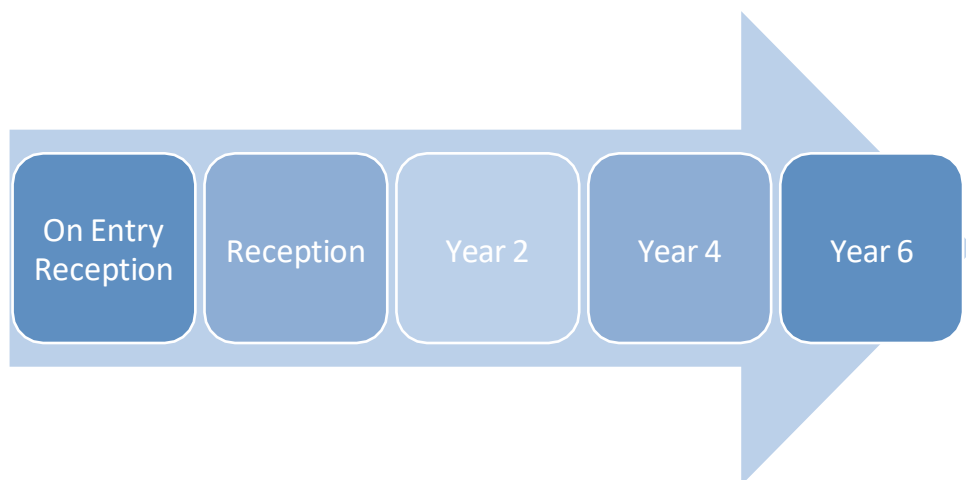
Outline of the Assessment Framework

Senior leaders and the Assessment Leader will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. Assessment is at three levels in the school.

On-going – this is formative the day to day process of reviewing learning intent to see who has achieved them then planning next steps whether they need to revisit, consolidate or move on in their learning. As well as in lesson feedback on learning. (Please see the annex on formative assessment for further information.)

Periodic – this is a summative assessment at the beginning of units to identified prior learning and inform the curriculum. At the end of a unit of work to evaluate if the curriculum intent has been achieved. End of Year standardised tests in KS2 and KS1 provide the opportunity to inform the 6th half terms as well as evaluate learning overtime.

Transitional – this is a summative assessment this is usually when pupils are assessed against national standards at the end of the key stages but also includes other transition year groups. Briefly the schools transition judgements framework is set out below for all subjects.



Ensuring judgements are reliable

To ensure TA judgements are reliable **in year moderation** of judgements is organised in conjunction with our partner primary schools and referring to the Periodic Assessment Guidance for English and maths.

A consistent approach to science and foundation subjects by referring to the guidance Assessment in the Wider Curriculum. Children's progress for these subjects will be reported against the expectations of the school's curriculum to parents once a year.

To ensure robust comparison of outcomes over time the school will be adopting standardised testing of benchmark groups in KS1 & 2 for reading, GPs and maths and this will be used to further quality assure teacher assessment.

The use of end of year standardised tests across KS1 & KS2 for reading, GPS and maths. They will be used to identify **children at risk** compared to their peers. All summer summative data in RWM will be collected and analysed to identify the priorities for provision for the pupils. This will allow these judgements to be linked to pupil's next steps.

New strategies and innovations will be implemented, as appropriate, in response to the new national requirements. Regular, rigorous standardisation & moderation will take place internally led by the assessment/ subject leaders as appropriate.

Reporting and Recording Assessments Outcomes

Keeping parents informed about their child's progress on their curriculum journey is vital. This will be done consistently across EYFS, KS1 and KS2 by relating the child's achievements to the expectations set by the school's curriculum.

The school will do this through reporting pupil progress in the following ways. In the EYFS the children's on entry assessment and end of year assessment will be shared and reported to parents using the four benchmark groups for EYFS.

For KS1 & KS2 English, maths and science children's progress will be reported to parents in the annual report, using the 4 broad groups which represent the benchmark groups, the outcomes of standardised testing will be reported as an indicator of pupil performance in the same way. For science and the foundation the pupil's progress against the curriculum will be reported in 3 groups.

This information will also be utilised by the SLT, subject leaders and teachers to monitor pupil progress and evaluate the impact of the school’s curriculum on learning. It is at these end of year points that summative outcomes will be recorded. In year assessments will be recorded for RWM but all other subjects they will be evidenced by the children’s outcomes of pre and post assessment against the curriculum.

For science and the foundation subjects the curriculum impact would be evaluated every two years to ensure that all domains have been covered in sufficient depth for a secure judgement to be made.

The school recognises that the exception to this would be if a pupil, group or cohorts progress is causing concern, mean that monitoring would be more intensive but would monitor this more closely through the outcomes from children.

Using Periodic Assessments to ensure pupils learning is retained.

The schools makes extensive use of pre and post assessment tasks across all subjects in the curriculum to assess prior learning, inform instruction for the unit, to provide feedback on children’s learning and the teacher to use this to respond in subsequent lessons. In RWM summer standardised testing is used in the same way. This is to ensure that children have an opportunity to develop depth to their learning.

Type of Assessment	When takes place	Its purpose	Its impact
Pre unit assessment	In the first week of the unit of work	<ul style="list-style-type: none"> To assesses how much prior learning has been retained To allow teacher to modify instruction by identifying children needing consolidating before moving on 	<ul style="list-style-type: none"> Allows children’s learning to become embedded over time. Ensures children who are ready to move on can do so.
Post unit assessment	In the 6 th week of the unit	<ul style="list-style-type: none"> To assesses how much learning from the unit has been retained. To allow teacher to modify instruction by identifying children needing consolidating before moving on 	<ul style="list-style-type: none"> Allows children’s learning to be consolidated over time. Ensures children who are ready to move on can have learning enriched.
End of year expectation & standardised testing	Late May early June	<ul style="list-style-type: none"> To indicate how much learning has been retained over the year. Allow teachers to consolidate children’s learning after the tests 	<ul style="list-style-type: none"> Allow teachers to plan a follow up session to reinforce learning before moving on

Management and evaluation of assessment policy and practice

The assessment manager in consultation with the SLT should ensure that the school policy reflects the latest guidance and research/innovation. The assessment leader will be responsible for reviewing the policy regularly.

The assessment leader will audit key elements of the policy and report to the SLT to ensure that:

- **The link between subject knowledge and effective assessment practice is recognised.**
- **Assessment take place across all subjects in the school's curriculum guided by principles agreed.**
- **Classroom practice is reflecting agreed whole school approaches to ongoing assessment particularly about feedback and marking.**
- **The principles of in school summative assessment are being adhered to**
- **The school is linking with partner schools to allow external standardisation of teacher assessment.**
- **That the use of sampling is established to reduce teacher workload**
- **That the school is complying with statutory requirements.**

During these audits practice will be identified as at 4 stages;

Exploring – the policy's implications are being considered and changes identified (plan)

Developing – the policy is being adhered to some of the time

Establishing – the policy is being adhered to most of the time but not always consistently

Embedded – the policy is being consistently applied

These terms will be used to identify key stages of development and evaluation of the assessment section in the SDP and audits conducted with the teaching staff.

The Quality Assurance of Standards

The expectations set out by the school curriculum will need to be robust to ensure that pupil's progress is being accurately recorded and are free from bias. The standardisation process will recognise the role of support to achieve expectations and the application of prior learning as a strong indicator of children's achievement.

It should be recognised that those children working above expectations will have a greater **depth of understanding** will demonstrate this capability by **applying the knowledge and understanding** gained in one part of a curriculum to increase their understanding in other parts of the curriculum, or across the curriculum as a whole.

Whilst those **working within expectations** of the curriculum will still require **scaffolding** to demonstrate the expectations of the curriculum. Those children **working at curriculum expectations** will be able to **demonstrate** expectations but not yet consistently applying them across the curriculum. This will be monitored through the **teaching cycle** by the use of the indicator children's books and outcomes.

External standardisation – the schools links with other schools for external standardisation for English, maths and science. This is done for every year group in RWM but in year, 2, 4 & 6 for science.

Using standardised/validation tests on a rolling programme will be used to indicate which broad group pupils should be placed in. This will allow the school to standardise within and between schools.

Using standardised tests year on year – The school uses standardised testing using age standardised score to

- identify children requiring support to reach age related expectations or further challenge,
- progress of the cohort in RWM and those children not achieving in RWM combined,
- Indicate attainment within the broad standards and use this to validate teacher judgement
- evaluate the impact of the curriculum on pupil learning
- Identify if a 'mastery' curriculum is being delivered by sampling children from the benchmarked groups and identifying the range of domains and cognitive domain requiring further development.

EYFS

In the EYFS in line with the 2021 reforms the school will be significantly be reducing evidence gathering and tracking data. Reporting and recording of assessments will only take place against the 7 areas of learning and at a few points across the EYFS.

The school is adopting the EYFS assessment guidance to allow the school to standardise within and across schools across Nursery and Reception. This unlike KS1 and KS2 still remains a 'best fit' approach.

KS1 & KS2

Recording of assessments is primarily evidence in the children's books. There is a strong emphasis on using assessments to inform feedback or the curriculum rather than generating data to be recorded.

The school has adopted the periodic assessment guidance to allow the school to standardise within and across schools across KS1 and KS2. The school will use sample validation testing and tasking to allow the consistency of teacher assessment to be evaluated across KS1 and KS2.

Quality assuring standards in Reception, KS1 & 2

In these year groups the school is required to follow the guidance outlined by the standards and testing agency through the assessment and reporting arrangements. This guidance is updated each year.

- the school will ensure that school practice in teacher assessment is in line with guidance for **effective practice** in the moderation of teacher assessment
- the school will ensure that testing at KS1 and KS2 is in line with the standards and best practice guidance for effective administration of the end of key stage test
- **Reporting outcomes to parents and outside agencies** – The schools will report the outcomes in each year group in five broad groups for RWM and science.

Working below the expectations – those pupils not working at age related expectations

Working within expectations – those pupils beginning to work with age related expectations but not yet secure

Working at expectations – those pupils working securely at age related expectations

Working above expectations – those pupils showing a greater depth of understanding of age related expectations

For science and foundation subjects children will be assessed in **3 broad groups** (see below) which will be externally validated with other schools by the subject leader. In all years it will be standardised internally against the expectations of the school curriculum. This is against the school's learning outcomes for the units of work, drawn up to match the intended learning.

Working within expectations – those pupils beginning to work with age related expectations but not yet secure

Working at expectations – those pupils working securely at age related expectations

Working above expectations – those pupils showing a greater depth of understanding of age related expectations

It should be noted that as St. Matthew's has moved to an **age appropriate curriculum** it is anticipated that large shifts of pupils will take place over time rather than in year or between years. Pupil progress in year will be demonstrated in their work in books as the school's curriculum has progress planned into it.

Progress will also be demonstrated as part of the **learning sequence** (see annexe 9) with children needing less support to be able to demonstrate their prior learning. This will be most evident when children demonstrate their prior learning in other subjects, it is this which will allow teachers to identify children who have a greater depth of understanding of their learning.

Types of Assessments used and their purpose

Formative assessment- Formative assessment is an integral part of **teaching and learning**. It does not contribute to the final outcome it contributes **to learning through providing feedback**. It should indicate to the children what is good about it and why this is good; it should also indicate what is not good and how the work could be improved.

This should be used to allow pupils to identify success criteria for their learning. **Effective formative feedback** will affect what the pupil and the teacher does next. The feedback process should progress from teacher led to peer to self.

Summative assessment-Summative assessment demonstrates the extent of a learner's success in meeting the intended learning outcomes of a unit or terms work. It is normally, though not always, used at the end of a unit of teaching or term.

Summative assessment is used to quantify achievement. For all these reasons the validity and reliability of summative assessment **are of the greatest importance**.

To ensure this the school has its teacher assessments externally validated to reduce bias and norm referenced standardised testing is used to support **validation of teacher assessment** and evaluate **curriculum impact for RWM**. Summative assessment is used to provide information that has formative/diagnostic value.

Diagnostic assessment- Like formative assessment, diagnostic assessment is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards.

Diagnostic approach assesses what the **learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning**.

It is often used before teaching with groups of children or whole class or when a problem arises with groups or individuals. The school makes use of the summer NFERs outcomes in this way.

Synoptic assessment-Synoptic assessment encourages pupils to combine elements of their learning from different parts of a curriculum and to show their accumulated knowledge and understanding of a topic or subject area.

A synoptic assessment normally enables pupils to show their ability to integrate and apply their skills, knowledge and understanding with **breadth and depth in the subject**.

This type of assessment is used to monitor the fluency **of English and Maths** across the curriculum as well as ensuring that outcomes in children's books or tasks demonstrate

knowledge from **across the foundation subjects**. Good use of this approach is made by EYFS practitioners and it is key principle of EYFS practice.

Criterion referenced assessment-Each pupil's achievement is judged against specific criteria. In practice, this approach is only used with a sample of children to ensure coverage of the curriculum or linked to validation testing or tasking.

Ipsative assessment-This is assessment against the pupil's own previous standards. It can measure how well a particular task has been undertaken against the pupil's prior work or pieces of work. The use of standardised writing or maths task across year groups or autumn and summer could be used in this way.

Formative Assessment Approaches (on-going assessment)

Beginning of the unit, term or end of year analysis

It should be recognised that this data can also be used diagnostically to evaluate the impact of the curriculum on pupil's learning. When teachers take the time to analyse pupil work, they gain knowledge about:

- A pupil's current knowledge, attitudes, and skills about subject matter
- Strengths & weaknesses
- Need for further, or special, assistance

The use of robust high quality summative assessment can help in identifying pupils who are falling behind their peers or excelling compared to their peers. By the school having adopted a sampling techniques this **reduces teacher workload** but still lets teachers **modify their instruction** to be more effective in the future lessons.

Setting high expectations in planning – It should be recognised that by allowing pupils to **'have a go'** at new learning can be very useful to recognise those pupils who can grasp the new learning, require to revisit (R) or need consolidation (C) of prior learning before moving on (M).

This is best illustrated with a simple model of a sequence of lessons. A teacher plans **pre-learning** check activity as a plenary and a sequence of three activities one in line with the objective (2), one to explore prior learning (1) and one to **apply the learning (3)**. All pupils will have two lessons but activities and support will be decided by pre learning assessment.

Informal in class assessment – It should be recognised that a great deal of information can be learned from pupils' on going work, unit tests, and quizzes. This should have a range of questions at three levels prior learning, learning in line with the expectation and application of learning.

Questioning – The good use of questioning to explore children's prior and current learning. This means asking questions which pupils are required to explain their thinking. Higher-order questions require more in-depth thinking from the pupils.

They can help the teacher discern the level and extent of the pupils' understanding. This approach will allow teachers to offer prompt feedback in lesson to pupils to consolidate their understanding or challenge any misconceptions. This would not be formally recorded.

Peer and Self-assessment – These activities lend themselves well to both pre and post learning checks and will help to foster in pupils a responsibility for their own learning and

they will begin to self-regulate ensuring that they use prompt feedback provided to improve their work. In this way these activities should be seen as an integral part of the learning journey, hence **assessment as learning**.

A good activity for this can be **think-pair-share** as a starter or plenary. This is one of the many formative assessment strategies that is simple for teachers to use. They ask a question, and pupils write down their answers.

Pupils are then placed in pairs to discuss their responses. Teachers are able to move around the classroom and listen to various discussions. It lets them gain valuable insight into levels of understanding.

Another is the **exit ticket**. A simple but effective formative assessment is the exit ticket. Exit tickets are small pieces of paper or cards that pupils deposit as they leave the classroom. Pupils write down an accurate interpretation of the main idea behind the lesson taught that day. The teacher can review and identify pupils who may need consolidation.

Another to use after a sequence of lessons is **3–2–1 Countdown** this is great to identify embedded, relevant and meaningful learning. When pupils learn something they find useful, they're likely to want to use that learning in some way. Have pupils end the day, unit or half term with this one. Give them cards to write on, or they can respond orally. They are required to respond to three separate statements:

- 3 things you didn't know before that you know now
- 2 things that surprised you about this lesson/topic/ activity
- 1 thing you want to start doing with what you've learned

Annexe 1 Principles of in-school Formative Assessment

- The approaches will reflect research based effective strategies. They will be within lessons and day to day that these will be evidenced.
 - The use of indicator pupils and sampling techniques to reduce teacher workload.
1. **Assessment will inform about pupils' knowledge and understanding of the topic, concept or skill** – *whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.*
 2. **Assessment should be shared with pupils in a way that helps them to understand what they need to do to improve** – *whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.*
 3. **Assessment should have a purpose that pupils can apply it to their own learning** – *building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.*
 4. **Assessment approaches should be inclusive of all abilities** – *finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or in discussion with the pupil.*
 5. **Assessment should inform planning for future lessons** – *How could I improve, adapt or target my teaching, identifying which pupils to target for additional support or which areas of the topic to recap.*
 6. **Assessment should identify gaps in knowledge and understanding where learning is secure** – *assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or providing opportunities for exploring a concept in greater depth before moving on to new work*
 7. **The recording of assessments must have a purpose** – *it should not be assumed that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple. Formative assessment does not have to be recorded using the same scale or terminology as summative assessment.*

Principles of in-school Summative Assessment

- Periodic summative assessment will take place 3 times a year and recorded on insights. with the school's curriculum policy for the other subjects.
 - It will involve both teacher assessment, validation testing for on-going quality assurance of teacher assessment and end of 5thHT standardised testing.
 - Summer TA and standardised testing outcomes will be used to monitor pupil's progress (MPP), evaluate the curriculum and identify next steps.
1. **The assessment should be purposeful** – *to inform the teachers planning responsible for these pupils the following year or for senior leaders to evaluate curriculum teaching and learning or for reporting to parents.*
 2. **The assessment should identify pupil's attainment against expectations** - *how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression or useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*
 3. **The assessment should be useful to support broader progress, attainment and outcomes for the pupils** - *how the information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class or progress against previous assessment data.*
 4. **The assessment outcomes should be communicated to pupils to and contribute to pupils' understanding of how they can make further progress in the future** - *as part of end of year progress meetings, so that attainment marks are supported by the broader context of the child's progress and understanding or using visual methods such as learning journals or videos with pupils with SEN and disabilities as part of their personal learning plan reviews.*
 5. **Assessment outcomes should be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs** - *how might you communicate to parents that a child who got standardised score of 99 on the test has actually done quite well considering their starting point or how might you communicate to parents the importance of their child with complex needs building on and applying previously learned knowledge and skills.*
 6. **Assessment outcomes should be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes**- *how it can be used to provide evidence for Ofsted of how pupil progress informs teaching, or how it informs provision mapping and hence school improvement.*

Annexe 2 what do we mean by independent work?

Independence shows itself in different ways: it does not simply mean that a child works alone and unaided, as would be the case in a test. It can be most clearly evidenced when a child applies the learning in other contexts.

In everyday terms, it is more realistic to think of pupil's learning on a continuum between supported, scaffold and independent achievement. There are definite stages in this process, when the degree of support or scaffolding is reduced. The new standards recognise that in general, it is the degree to which a learner can achieve something 'independently' that forms the basis for how secure a judgement is in a mastery curriculum.

When planning, teaching and reviewing evidence of learning, it is helpful to consider to what extent the work allows for or demonstrates independence. Identifying independence might include thinking about:

Points to consider	Example
How closely a teacher works with a child to achieve the task or outcome	Child works in a focus group with teacher or learning assistant
The way that the task or activity is structured	This may include the use of <ul style="list-style-type: none">• mathematics apparatus• prompts for writing
How pupils are grouped for the work	Mixed ability so more able support less able
A child's familiarity with the tasks or structure of the task to be undertaken	Work on it all week and then assessed
The degree of support given by the mode of response	If resources such as writing frames or worksheets are used.

All of these approaches to scaffolding will impact on the independence of the work and how secure judgements are a true reflection of the new national standard.

It must be recognised that independent work of this kind **typically occurs at some distance from direct teaching**, for example when concepts and skills taught in one context are applied in another.

The expectation of the standard being that a child who has securely grasped a concept or rule will apply it across all their work can be evidence by drawing from other subjects and rather than when the focus of the lesson is literacy or maths.

The amount of support or scaffolding that a child receives will impact on the security of judgements made; hence by referring to a wide range of sources from across other subjects you will have a truer picture of the child's attainment, some distance from their direct teaching. The challenge is to ensure that these **opportunities are identified across subjects and are an integral part of the school's curriculum.**

An outline of the stages towards depth and breadth in learning

Stage	Initial	Definition	Example
With support	WS	This is when a child is being directly supported by the teacher or other adult.	<ul style="list-style-type: none"> • More able pupils working with the teacher to learn how to solve multi step word problems. • Less able pupils covering the current years objectives with the LSA
Support	S	This is when a child is being indirectly supported by the teacher or other adult.	<ul style="list-style-type: none"> • Pupils are given the opening of a story and a plan for its development and then work on their own • Pupils are given a prepared and labelled table to collect results
Scaffolded independence	SI	This is when a child's work is produced in response to direct teaching or work is prompted by key written or oral questions.	<ul style="list-style-type: none"> • More able pupils completing word problem in the same lesson as it is taught • Pupils in upper KS2 preparing a piece of writing all week directed by the teacher, then working 'unaided' on Friday
Independence	I	When pupil's work is produced at distance from direct teaching	<ul style="list-style-type: none"> • Writing a recount of a day trip without prompting • Using decimal notation in money problem solving • Using inverse operation to check results in maths without prompting
Application	A	Pupils demonstrate prior learning across the curriculum	<ul style="list-style-type: none"> • Child writes an account of a child in Tudor times applying learning from English • Child works out mean in science to ensure results are reliable applying work from maths

Annexe 3 Ensuring assessment is robust and purposeful

Assessment practice must reflect the new expectations

- It's now more about **when and where** the pupil demonstrates their learning
- The new expectations will reflect the **resilience and tenacity** of the learner.
- It about recognising how well is a pupil able to demonstrate they can **transfer prior learning** by being a discerning and discriminating user of that which they know makes the difference between the standards.

Activity	Focus of assessment	Evidence	Purpose
Book Scrutiny	Formative	<ul style="list-style-type: none"> • Independence increasing • Need to Revisit or Consolidation identified before moving on • Opportunities for demonstrating learning evident for more able 	<ul style="list-style-type: none"> • To aid pupil's progress • Ensure expectations of the new curriculum is being delivered
Pre assessments	Diagnostic	<ul style="list-style-type: none"> • Children achieve outcomes previously taught • Need to Revisit or Consolidation identified before moving on • Outcomes aligned with prior expectations 	<ul style="list-style-type: none"> • To plan next steps by evaluating learning • indicate benchmark group
Post assessments	Summative	<ul style="list-style-type: none"> • Children achieve outcomes previously taught • Need to Revisit or Consolidation identified before moving on • Outcomes aligned with unit expectations 	<ul style="list-style-type: none"> • To plan next steps by evaluating learning • indicate benchmark group
Periodic Teacher Assessment (EV)	Summative/ Diagnostic	<ul style="list-style-type: none"> • Benchmarked ability groups • Increasing independence and application of learning • Need to Revisit or Consolidation identified before moving on 	<ul style="list-style-type: none"> • Evaluate learning to identify next steps • Monitor pupil's progress
Summer Standardised Tests	Summative/ Diagnostic	<ul style="list-style-type: none"> • Standardised testing as a benchmark to indicate ARE • Need to Revisit or Consolidation identified before moving on 	<ul style="list-style-type: none"> • QLA to evaluate curriculum • Validate teacher assessment • Measure progress year on year

Annexe 4 the Role of feedback and marking

Teachers will be encouraged to be more flexible with their feedback to ensure pupils are aware of their next steps to improve. It will centre around 3 key principles as outlined below.

Meaningful: feedback and marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. There is very little evidence that long written feedback has a significant impact on pupil's learning or accelerates it.

Teachers will be encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Based on research this should be during the learning sequence to maximise impact not post.

Manageable: the majority of feedback should be pre or during learning to maximise impact on learning. Marking practice is proportionate and should consider the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Feedback and marking should help to motivate pupils to progress. This is most useful when the people is learning. This does not mean always writing in-depth comments or being universally positive.

When giving feedback or marking it may be more appropriate that it is short, challenging comments or oral feedback which should take place during learning for the greatest impact.

The key principle for marking being that if the teacher is doing more work than their pupils, this can become a disincentive for their pupils to accept challenges and **take responsibility for improving their own work**. In many cases the use of whole class feedback approaches could be appropriate.

Encourage a culture in which **peer and self-assessment** (please see formative assessment annexe 1) are valued and encouraged. This allows pupils to become self-regulating of their work overtime, which is a key aspect of pupils becoming independent learners. This should include the teacher and pupil considering if they need to **revisit learning (R)** as they had little success demonstrating the expectations, **consolidate** as there are elements of the expectations they didn't grasp (C) or met the expectations and are ready to **move on (M)**.

Annexe 5 the Role of the Indicator Pupils

Reduce teacher workload – The sample of pupils chosen should be 20% of the cohort and should allow the class to be grouped into similar ability around these indicator pupils. The introduction of ranking can further refine this process. This allows the **benchmarking** of the teachers judgements through internal and external **standardisation**.

For Comparison purposes – The purpose of the indicator pupils is to act as a standardised comparison point for teacher's judgements. By using representative pupils from within the broad groups compared across the network it allows teachers judgements to be more reliable and free from bias a key principle of assessment practice.

To quality assure teachers other assessment judgements – As teachers are asked to group children of similar ability, this can be used for **validation testing** against the curriculum. By choosing children with in these groups you can benchmark their attainment by using the test outcomes. This would indicate if children are in the correct group together as well as which groups have the greater depth of knowledge.

Scaffolding support – This allows teachers to ensure that their expectations are diverse to reflect the range of competency of the pupils against the expectations set out in the school's curriculum. This will ensure that pupils are matched to sufficient challenge and lead to greater rates of progress against curriculum expectations.

Progress on depth of learning – in a mastery curriculum it is the '**depth**' of children's learning which reflects the distribution of attainment. A child can demonstrate this by taking greater ownership of their learning, this will be demonstrated by a greater degree of prior learning being utilised and to raise the expectations of a task for the child.

The indicator pupil's books should be used to capture pupils progress in terms of expectations by using agreed codes for the **amount of support** pupils are receiving based on prior assessments e.g. **WS, S, SI, I and A (see annexe 2 for more detail)**.

Reviews of learning – They should also indicate as part of the feedback policy, whether a child need to **revisit learning (R)**, **consolidate (C)** it or **move on (M)**. By reviewing this teachers can judge if they are providing sufficient challenge for pupils.

For example a child who never revisits or need consolidation of learning could be matched to too low expectations by the teacher and needs further challenge. Linking this simple approach to **peer or pupil review of learning** will give a good insight into pupils understanding of their own learning.

REVISED Annexe 6 Curriculum benchmarks and benchmark groups across the curriculum

Benchmarking is judging how children are doing against the expectations (learning intent) within the school's curriculum. Its purpose is to identify children who either need to revisit learning, consolidate their learning or are ready to move on. These expectations can be related to an age related expectation (ARE) set against the school's curriculum intent of what children will know and can do at the end of each year in the curriculum.

English and Maths

4 - Above ARE (progressed further to deeper understanding of the curriculum intent)

3 – Working at ARE (achieving the curriculum intent without support)

2 - Working within ARE (achieving the curriculum intent with support)

1 - Below ARE (not able to achieve the curriculum intent even with support)

Science & Foundation subjects

3 - Above ARE (progressed further to deeper understanding of the curriculum intent)

2 – Working at ARE (achieving the curriculum intent without support)

1 - Working within ARE (achieving the curriculum intent with support)

By using an agreed approach to benchmarking and standardisation across a network of schools, teachers can compare outcomes and hence recognise if their expectations are consistent with other schools through the process of peer to peer review. Standardised testing which has been norm referenced should be used to generate a common benchmark to cross reference across schools and with TA. This process will allow schools to identify pupils falling behind their peers and establish a common expectation for age groups. These tests can also inform curriculum implementation in the 6th half term.

This cross referencing is key to this approach, as it is by comparing pupil outcomes in books that will help to establish clear expectations for the year group. The process of standardisation will take time to establish and embed. The use of standardised testing with sample groups (KS1) or whole cohorts (summer term KS2) allows further comparison or quality assurance to take place. The process will allow judgements to be more robust and allowing greater confidence when being used to support curriculum implementation or review the impact of the curriculum.

REVISED Annexe 7 Impact of Curriculum Design on Wider Curriculum Assessment

In the Primary phase it is only in the core subjects that schools are required to set out their curriculum on a year by year basis. This allows cross school standardisation to be quite straightforward using an age related expectation for English, maths and science. Therefore the assessment framework for science and foundation subjects will be different.

This model cannot be easily adopted for foundation subjects unless schools have set their curriculum, out on a yearly basis due to ensuring that judgements have sufficient evidence for comparison purposes (VALID), therefore the wider curriculum assessment model should be used for standardising within school and where the curriculum has not been set out on a year by year basis. Not the use of **intent** instead of **POS** in the guidance in light of this.

For the foundation subjects schools must cover all of the POS set out across KS1 and KS2. Schools could choose to teach a subject every year or block teach in specific years. This means that if they choose to block teach in specific year groups would not be possible to come to a shared understanding for each year group, unless a network of schools agree to this. These schools should still be able to compare their transitional judgements in Year 2, 4 & 6.

Sufficient evidence of teaching to make a judgement – In the foundation subjects a teacher may have 6-9 hours of evidence to review when making a termly on going teacher assessment judgement. This can only be considered an on-going judgement as schools are required to consider if it is sufficient evidence, this affects the security of the judgement.

In light of this schools should make a progress judgement for reporting purposes in the summer term if teaching yearly or when appropriate when block teaching the subject and use this for monitoring purposes. The decision is the schools as it is for the headteacher in consultation with the governors who define the school's curriculum.

Demonstration of fluency of English and maths – Schools should not use the wider curriculum as a vehicle to deliver more English and maths. Other subjects provide an opportunity for children to demonstrate prior learning from English and maths, allowing teachers to recognise this as **embedded or 'deep' learning**.

Subject Specific Knowledge – Schools should be clear that if feeding back on a geography lesson to pupils, the focus should be on geographical skill or knowledge and next steps in geography. When they are reviewing on going assessments to make summative assessments they should be looking for pupils demonstrating their knowledge and understanding of geography. It is this that the subject leader should be focused on considering if a child is achieving the curriculum in

REVISED Annexe 9 Some Common Assessment Terms Explained:

Standards and Testing Agency (STA) – The standards and testing agency is responsible for developing tests and teacher assessment guidance. This detailed guidance is what schools are required to follow. Since 2017 it has responsibility for supporting schools with their new assessment freedoms.

Programmes of Study – Programmes of study for the new national curriculum in all subjects for KS1, 2 & 3. Schools **curriculum** must have these embedded within them.

Standardisation – A professional development activity where teachers secure their understanding of standards of attainment, against agreed criteria. Where there are differences, teachers must review their judgements and align them with the agreed standard. DFE requirement.

Review of learning – this is when either the teacher or pupil evaluate their learning against agreed outcomes and decides that they need to **revisit (R)** the learning, **consolidate (C)** learning or are ready to **move (M)** on.

Learning Journey – that provide a picture of a child's development under the areas/subjects of learning identified in the school curriculum and is monitored through benchmarking pupils learning against expectations for what a child can know and understands at certain points.

External validation – A process of comparing outcomes from specific year groups to ensure that teacher assessment is more reliable.

Some – indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent

Many – indicates they frequently demonstrate their prior learning but not yet consistently

Most – indicates that generally applying their prior learning with only occasional errors

Expectation – what the subject leaders feels the child would be able to do to achieve appropriate to their age, the intent of the curriculum, set out in the school's planned curriculum for core subjects or after a period of teaching in foundation subjects. Requirement of the national curriculum.

Outcome – how a child will demonstrate that they have achieved the expectations set out by the school's curriculum. Requirement of the 'mastery' curriculum.

Planning for progression – Schools curriculum will ensure that term on term, year on year the curriculum challenges pupils to know and do more reflecting the expectations set out in the national curriculum for year groups.

These yearly expectations would be used to identify pupil's progress and attainment in the core subjects. In the foundation subjects (if set out on a yearly basis) they can be used to demonstrate pupil progress.

Benchmark – used to evaluate where pupil are in their learning progress. The school's curriculum expectations can be used for benchmarking but would need external validation to ensure they are robust. This is part of the periodic assessment tools.

Age related expectation – these are a defined set of expectations from the curriculum for teacher assessment shared between year's groups to act as benchmarks to judge pupil attainment and progress. This can be against the school's curriculum. These can only be used in Primary for English, maths and science. If a school sets out the foundation subjects on a yearly basis then this can be used in the summer term.

Validation testing or tasking – the purpose of this testing is to allow outcomes to be compared with teacher assessment or expected outcomes from a unit of work. Used before and after a unit of work. Part of the periodic assessment tools.

Diagnostic assessment – Like formative assessment, diagnostic assessment is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards.

For example KS2 QLA is diagnostic for primary schools and formative for secondary schools. Schools using standardised testing in the summer in Year 4 could use the outcomes diagnostically to evaluate the impact of the curriculum in Year 4 and to inform the Year 5 curriculum. This is part of the periodic assessment tools.

On-going assessment (formative) – this is the day to day judgements based on whether the child has achieved the planned learning intent which should be drawn from the POS. These are formative assessments and are a **statutory requirement** across all key stages but how it is done is not prescribed.

Periodic assessment (in-school summative) – when on - going teacher assessments are reviewed usually termly or pre/post assessments, these are a summative assessment. This would be used for screening and evaluation purposes between year groups. They would be used by the school to evaluate the impact of the school's curriculum on pupils learning.

Transitional assessment (national summative) – This is the process of external validation of schools judgements at set points in a child's school career. These assessments are used to evaluate pupil's progress and attainment. They are used for accountability purposes and refer to national standards.

Reception Baseline Assessment (summative) - assessment carried out in the first half term in reception. Statutory in September 2020. This will be a short summary of language

development and maths and sits within the wider statutory requirement for assessment in the EYFS.

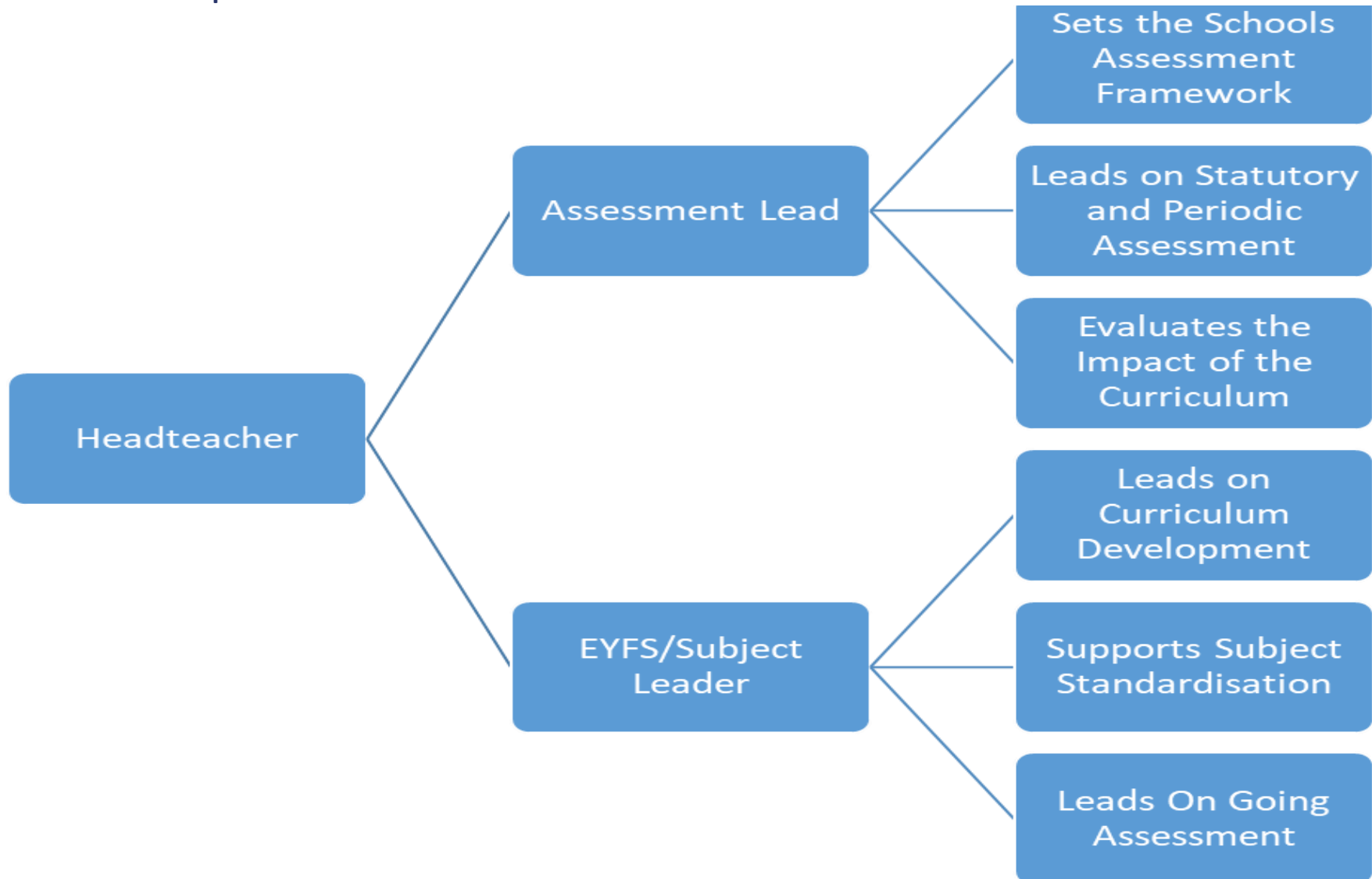
Ready to progress – when practitioners review learning at regular intervals and decide if children are ready to progress to the next stage in their learning.

Intended Learning Outcomes – these will identify what learning children will have embedded after a period of period of teaching. They will be linked to the planned units of work which will draw down from the broader expectations set out by the school or settings curriculum. These will be the basis upon which practitioners will decide if children are ready to progress.

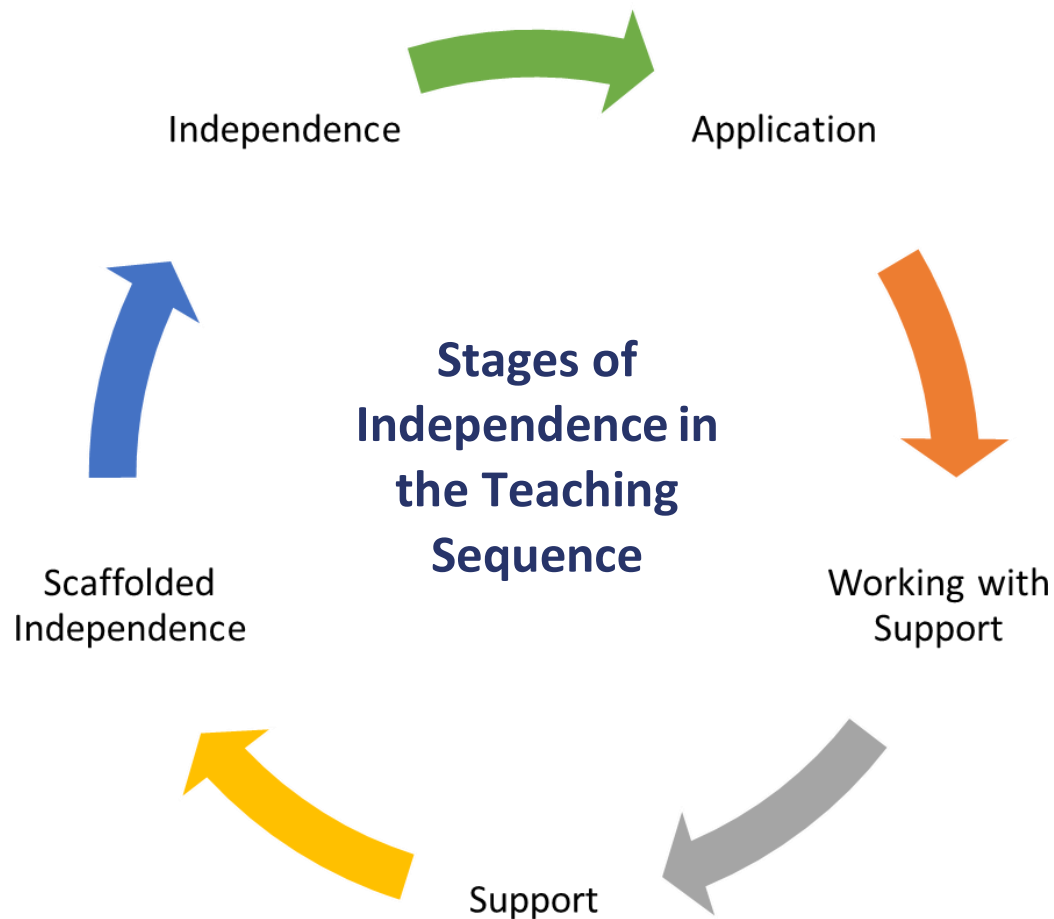
Learning Review – this can take place at several levels end of a session, end of unit, end of term, mid-year or end of year. It is a check on children's progress. This should always include the child and at other stages contributors such as, other adult in the setting, parents and carers. The review takes place against the intended learning drawn from the schools or settings curriculum.

Observation - Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support. Observational assessment is central to understanding what children really know and can do. Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations will provide evidence of children's development in more than one area of learning.

Annexe 10 Roles and Responsibilities in Assessment



Annexe 11 Progress in 'Mastery' of learning



INDEPENDENCE

In everyday terms, it is more realistic to think of pupil's learning on a continuum between supported, scaffolded and independent achievement.

There are definite stages in this process, when the degree of support or scaffolding is reduced.

The new standards recognise that in general, it is the degree to which a learner can achieve something 'independently' that forms the basis for how secure a judgement is in a mastery curriculum.

'Mastery' learning will only be shown when prior learning is independently applied in another context or subject at distance from instruction. This is when we can say a child has mastered that knowledge.

Annexe 12 Monitoring Children's Progress through the School's Curriculum

Teacher assessment progress data is measured between benchmarks, the school measures progress by comparing children's attainment between these benchmarks and their starting point. This allows schools to see if children are making progress. These will be outcomes in which children apply their prior learning to ensure deep learning has taken place.

These benchmarks are drawn from the expectations set out in the NC POS as are KS1 and KS2 standards. The school's curriculum in line with NC POS is age appropriate ensuring that year on year they are required to know and remember more. This can be seen simply by comparing progress in any subject over a two year period e.g. compare the spellings on the year 3 & 4 spelling list with the 5 & 6 one there is a higher expectation. This approach allows both ongoing and periodic assessments to have a greater impact on future pupil learning as the assessments match the curriculum.

The curriculum has progress built into it and age related expectations are used to monitor pupil progress. There are more benchmark points for RWM than there are for other subjects. For core subjects five benchmark groups are used, in science and foundation 3 are used. The latest guidance to inspectors states school do not have to record and assess in the same way for science and foundation subjects as they do for English and maths.

To ensure this is reliable and free from bias teachers attend both internal and external standardisation sessions to compare outcomes at these benchmark points. This allows the school to see if pupils are achieving as well as their peers in other schools. This comparative judgement will allow schools to recognise if their curriculum is sufficiently challenging enough compared to other schools.

Standardised testing is used in the summer term, as this is a valid and reliable measure, to benchmark pupil learning and then compared year on year to see if children are progressing, these test get progressively harder from year to year, so if a child get a similar age adjusted score year on year they are making progress in line with expectations.

REVISED On – Going Assessment

(Formative)

In Class - A learning culture, where pupils have self-belief and know how to learn.

- Pupils knowing learning objectives and co-constructing success criteria,
- Involving pupils in discussing about what excellence looks like.
- Teachers have high expectations of pupils.
- Prior learning is explored through questioning
- Effective questioning is embedded
- Talk partners and classroom discussion is encouraged
- Feedback is precise and in lesson
- Effective self, peer and teacher feedback
- Reviewing learning to see if need to be revisited (R), consolidated (c) or move on (M).
- More frequent quizzes (tests) on what has been covered, spelling or multiplication tables

Periodic Assessment

(In-School Summative)

Used diagnostically to evaluate teaching and inform future instruction.

Periodic pre assessment and post assessment tasks to check pupil learning.

EYFS standardised at: On Entry Reception.

KS1&2 standardised: RWM would be termly TA and externally validated.

In science standardised annually and externally validated in all year groups in the summer.

Foundation subjects should be externally validated every year by subject leaders.

Standardised tests at the end of each year for RM and GPS.

Transitional Assessment

(National Summative)

Used for school accountability

*Reception On entry
(Baseline)*

EYFSP

Phonics check

KS1 RWMS

Year 4 X check

Year 4 RWMS

KS2 RWMS

Annexe 13 Summary of Reporting and Recording Assessments Outcomes

	Ongoing (progress against the intended learning)	Periodic (progress against the curriculum intent)	Transitional (whole subject judgement)
English	<p>Formative assessment not recorded but used to guide teaching and learning.</p> <p>Impact will be evidence in teachers planning and pupil's future work.</p>	<p>Use of pre and post assessment tasks for each unit to identify if prior learning has been retained and provide an opportunity for further practice if required. Outcomes recorded in books as if pupil needs to revisit (R), consolidate (C) or move on (M) (see Annexe 4).</p> <p>End of term and year teacher assessment based on the standardisation guidance. There is sufficient evidence to make a judgement each term for these areas. Recorded using the benchmark groups and teacher confidence (see Annexe 7). Outcomes inform planning.</p> <p>Standardised testing at the end of 5th half term and outcomes used to inform teaching in the 6th half term, next year's plans and benchmark pupil progress from previous year. Recorded using the benchmark groups and teacher confidence. Outcomes identify areas for revisit or consolidation.</p>	<p>These outcomes are used for all subjects to identify the areas of strength and development in the school's curriculum as a whole. The SLT and governors would identify priorities and this information would feed into the SDP.</p> <p>Subject leaders use these to identify cohorts who are underperforming compared to expectations in terms of attainment or progress based on prior learning.</p> <p>Subject leaders may work with teachers as a whole school, group or individual to address their needs.</p>
Maths	<p>Teachers and pupils encouraged to review their learning and identify if they need to revisit (R), consolidate (C) or move on (M).</p>		
Science	<p>Use of pre and post assessment tasks for each unit to identify if prior learning has been retained and provide an opportunity for further practice if required. Outcomes recorded in books as if pupil needs to revisit (R), consolidate (C) or move on (M) (see Annexe 4).</p>		
Foundation Subjects	<p>End of term learning reviews and end of year teacher assessment based on the standardisation guidance. There is sufficient evidence to make a judgement each year for these areas. Recorded using the benchmark groups and teacher confidence (see Annexe 7). It is progress against the expectations for the year not overall subject attainment and reported to SLT and parents.</p>		

NEW GUIDANCE Annexe 14 **EYFS Assessment Reforms – Impact of Reforms in Schools and Settings**

The recent update by DfE to LA leads stated that a key aim of the reforms was to reduce the workload around ineffective tracking practice and evidence gathering associated with assessment outcomes. This information was also included in the National Children's Bureau Guide to EYFS Reforms for SLT (link at the end of the guidance). They acknowledge that they have contributed to the culture of gathering a lot of tracking data and evidence. They now recognise that, based on research, this is not useful and wish to change this approach.

Impact of EYFS Reforms for teachers and practitioners

- Less time tracking children and gathering unnecessary evidence.
- Less data collections and analysis.
- More time spent focused on the children.
- Greater emphasis on their professional judgements.
- Commitment to undertake CPD to support the reforms e.g. latest information on child development.

Impact of EYFS Reforms for managers, headteachers, senior leaders and governors

- Less tracking data – no need to predict a child's attainment.
- Supervision, appraisal and governor meetings without tracking data.
- Recognise that evidence and data will be different in EYFS to KS1+2.
- Consideration of when and how the curriculum needs to change.
- Support staff to understand the EYFS reforms and enable access CPD to support them.

The purpose of this document is to provide guidance on how schools/settings can achieve this taking into consideration the assessment framework now proposed.

Assessment Policy and Purpose

Section two of the EYFS Statutory Framework, 2021, will outline the purpose of assessment in early years. The involvement of parents/carers and any other professionals who support the child should be considered in this process. Schools/settings should develop their own approach to assessment which meets the needs of their children, parents, staff and curriculum. Their approach will be reflected in the school/setting's assessment policy.

Practitioners should plan what they want children to learn and build their knowledge of what each child knows and can do. They should draw on this knowledge and their own expert professional judgement to make an accurate summative assessment at the end of the year. This is sufficient evidence to assess a child's individual level of development in relation to each of the areas of learning.

Ongoing assessment - Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Ready to Progress Checks - These assessments are planned and take place in specific windows in the EYFS. It is against the broad intended learning outcomes from the school/setting's curriculum. Their purpose is to report to parents about a child's progress and facilitate settings to work together to develop their professional judgements and a shared understanding of the EYFS framework.

Building Knowledge of the Child

Practitioners should plan what they want children to learn and build their knowledge of what each child knows and can do. They should draw on this knowledge and their own expert professional judgement to make an accurate summative assessment. This is sufficient evidence to assess a child's individual level of development.

Practitioners are not expected to provide proof of the child's level of development using physical evidence. Practitioner judgements will largely be based on whether children are learning what has been taught and from their observations of development during day-to-day activity in the provision. Whilst practitioners should be spending as much time as possible interacting with children, at times, it may be useful helpful to record, in a simple way, particularly noteworthy achievements, such as what phonemes and numbers a child has learned, in order to determine what to teach next.

This is sufficient to make a judgement. Sources of written, photographic or recorded evidence is not required. Practitioners should quickly identify children who need additional support with their learning so that the appropriate additional support can be put in place. Where relevant, the SENCO may offer further support with this.

Practitioners should also actively engage children, their parents and other adults/agencies who have significant interaction with the child in the assessment process. This will provide a rounded picture of the child's development. A practitioner's relationship with parents is especially crucial when working with children from different cultural backgrounds, as parents can help practitioners understand the values that explain their child's responses to the environment and social situations.

Schools/settings should not include burdensome evidence gathering requirements against any of the areas of learning in their assessment policies so that teachers and practitioners can spend as much time as possible interacting with children and directly supporting their learning and development.

It will be for an individual setting to decide how it will record assessments and this would be reflected in the school/setting's assessment policy.

When and how to Check Children's Development across the EYFS

The key to robust assessments in the EYFS is to have a clear understanding of child development and develop professional knowledge by knowing the children and the curriculum. Schools/settings should ensure that assessment practice is purposeful and supports children's progress.

Regular reviews of learning support the development of professional knowledge. The framework of when this take place would be decided by the curriculum designs of individual settings or schools.

The quality assurance of practitioner assessment judgements provides a valuable opportunity for professional development. Within each school/setting, practitioners can informally agree assessment judgements with others, for example, discussing observations about a child's learning and development against specific intended learning outcomes with other EYFS practitioners.

This does not require collecting or recording unnecessary evidence. Any internal or external peer-to-peer review conversation should, be based on the practitioner's own knowledge of their children.


The key outcome being to identify if children are ready to progress and the detail of the next steps in their learning. It is important for practitioners to build a shared understanding of the EYFS framework, which this process will facilitate.

Schools/settings working together further enhances this process, as well as allowing practitioners to share experiences and develop their assessment skills. It should be noted that assessment outcomes are primarily used to inform the school/setting's curriculum on an ongoing basis.

Developing Professional Judgement - the role of reviewing judgements with others

Discussions with peers are vital in supporting the development of professional judgements. The professional dialogue between practitioners in age groups, room leads/EYFS leads and the practitioners that they work with and between peers from other schools/settings will rely upon the development of a shared understanding of child development and the EYFS Statutory Framework.

A brief scan of the quality assurance process (table below) indicates the stages needed to achieve reliable professional judgements. Stages 1 + 2 of this process may well be unique to each school/setting but stage 3 onward will rely on a shared methodology.

Stage	Stage in QA Process	Description of activity	Objectivity of Judgements
1	On-going observations	Practitioners make day-to-day professional judgements on children's progress and attainment to inform next steps in learning.	
2	Planned Observations	Practitioners make judgements about children's attainment with reference to their planned intended learning outcomes.	
3	Standardisation*	A professional development activity where practitioners secure their professional judgement , against agreed criteria by reviewing their evidence by referencing the EYFS Assessment Guidance .	
4	Internal Review	With peers and EYFS lead/room lead , practitioners review a selection of the judgements to check their accuracy and consistency with the guidance provided.	
5	External Review	Practitioners attend meetings to review a sample of their judgements by comparing expectations with peers from other schools/settings . They would reference the assessment guidance provided.	

When to Check Children's Development across the EYFS

On entry assessment - Schools/settings will need to have a clear approach to on entry assessment for new starters. Practitioners should have a discussion with parents/carers and with any setting previously attended. This will support the practitioner to gather views about a child's stage of development. Practitioner judgements, in most cases, will take place in the first few weeks and may be based on limited information. It is important that practitioners are aware that children may be working at different stages of development on entry to the school/setting.

Ready to Progress Reviews (internal) - Schools/settings may want to develop a process to review their judgements in line with their own assessment policy. This can be supported by a discussion where practitioners and senior leaders discuss the intended learning outcomes of the curriculum and whether a child is ready to progress, based on their professional knowledge of each child. Discussions should be linked to the knowledge that a child has gathered and their achievement of the intended learning outcomes for the appropriate period of time.

Ready to Progress Reviews (external) - Schools/settings may want to develop a process to review their judgements with practitioners from other schools/settings. This can take place through a discussion with practitioners from other schools/setting. Practitioners can discuss the intended learning outcomes of the curriculum and agree whether a child is ready to progress, based on their professional knowledge. Discussions should be linked to the knowledge that a child has gathered and their achievement of the intended learning outcomes for the appropriate period of time.

By attending the external Ready to Progress meetings, practitioners are able to review a sample of their judgements and have an opportunity to compare their expectations with those of peers from other schools/settings. The discussion should reference the assessment guidance provided.