

Assessment and data Policy

Signed:

Chair: S. Phillips

Head: D. Beardsmore

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Review date: July 2025



Assessment and Data Policy

At Churchfields Primary School, we are committed to creating a quality first teaching and learning environment with high aspirations for all. Our assessment and data policy is an integral cornerstone within our curriculum helping children to progress and move forward.

The key assessment principle for Churchfields Primary School, is to ensure that the purpose and the use of assessment and data is clear, relevant and in-line with school's aims and values.

We ensure each assessment is:

- Positive
- Manageable
- Useful and used
- Consistent

Aims of Assessment at Churchfields Primary School:

Assessment for learning and assessment of learning are distinguished clearly in our understanding of the key types of assessment: formative and summative and within this, our aims are:

- To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- To track individual progress.
- To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- To analyse the performance of groups and cohorts of pupils to identify priorities for school development.

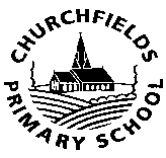
Types of Assessment:

Formative assessment and summative assessment are two overlapping, complementary ways of assessing pupil progress within our school. Our goal is to establish areas of strengths, and areas for development of each pupils. Churchfields Primary School's holistic assessment practice is used to improve school attainment levels and individual pupils' learning — and to maximise the effectiveness of each.

Formative assessment (Assessment for learning). This is vital and informs day to day teaching

Effective in-school formative assessment enables:

- Teachers to understand how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons which build on prior attainment.
- Pupils to measure their knowledge and understanding against the crucial knowledge, and identify areas in which they need to improve



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- Parents to gain a broad picture of where their child's strengths and areas of development lie, and what they need to do to improve.
- Teachers and children, reflect on performance and set targets for further development.

At Churchfields, we ensure that formative assessment takes place in each lesson and forms the basis for the next steps of learning. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

- Marking and Feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy.
- Questioning (closed and open ended) is a main part of any classroom teaching and at Churchfields, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.
- Development of I do, we do and you do ensures lots of opportunities for children to show their knowledge
- Self-assessment and peer-assessment is used throughout, a variety of, sessions where children can use strategies to work out if their, or their work partners, original response or answer is correct.
- Crucial knowledge is always shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they are working to secure.
- Oral (live) feedback plays an integral role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.
- Children are always encouraged to recognise and evaluate their work against the lesson's crucial knowledge.
- Ongoing formative assessment ensures that; knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; gaps are identified, and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

Summative assessment (Assessment of learning)

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching.
- Pupils to understand how well they can recall the crucial knowledge and apply to a course of work taught over a period. It should be used to provide feedback on how the children can improve.

At Churchfields Primary School, we use the outcomes of assessment to check and support our teaching standards and help us to improve. Working with other schools within the trust, is crucial in this process, along with using external tests and assessments. We assess pupils against crucial knowledge statements, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to recall. These



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assessment criteria are derived from the knowledge based school curriculum, which is composed of our crucial and extended knowledge statements.

The achievement of each pupil is assessed against all the relevant criteria three times per year, at the end of the: autumn, spring, and summer terms, for reading, writing and mathematics. Science and the foundation subjects are assessed at the end of each topic. Within this, children are continually assessed against their age-related expectation with: 'EXP' being the expected, 'WTS' being those children who have not met their age related and 'GD' being the children who are working within their age related expectation at greater depth.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. Assessment judgements are moderated by colleagues in school. Year 2 and 6 data is moderated by colleagues from both school and within the trust. Subject leads within the Collective Vision Trust will also meet to ensure assessment and practice is consistent within the trust.

At Churchfields Primary School, no one resource is used to base in-school summative assessment, as we believe this gives a much wider picture of ability and thus a more reliable measure of attainment and achievement. An overview of assessments used are detailed below by subject:

In maths:

- White Rose 'end of unit' short assessments are used at the beginning and end of a unit to ensure that teachers have an understanding firstly, of how the children are doing with a particular concept and both the effectiveness of their teaching.
- White Rose end of term assessments are used at the end of each term. These assessments consist of arithmetic and reasoning papers allowing teachers to make informed judgements. The outcome is recorded on the assessment spreadsheets within Teams.
- Years 6 and Year 2 complete past SATs practise papers at the end of each term. These results are recorded in the SATs assessment area on Teams. Year 2 is for internal purposes and target setting only.

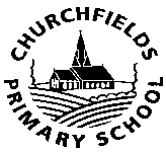
In reading:

- NFER assessments are used in Year 3,4 and 5
- Years 2 and 6 also complete past SATs practise papers at the end of each term. These results are recorded in the SATs assessment area on Teams.
- The aim of the above is provide teachers with the basis to form a judgement, along with work within a pupil's English book and whole class reading.

In writing:

- TAF sheets are used to show progress against key areas. Each term 6 pieces of writing are completed with one cold piece.

Nationally standardised summative assessment



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Nationally standardised summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

Teachers to understand national expectations and assess their own performance in the broader national context

Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Pupils complete practise standardised tests at termly intervals for the following areas:

- Phonics Screening
- Multiplication Check
- Year 2 SATs (optional which we are still choosing to complete and are for internal use only)
- Year 6 SATs

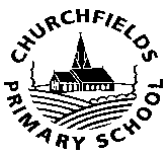
Parents evening for year 6 is slightly altered towards their SATs so that parents are included in the targets and expectations for their child.

Use of Assessment

Assessment must also engage the pupils in their own learning process and self assessment is an essential part of this. Therefore, we aim to:

- Gain as full a picture as possible of the standards children are attaining and the progress they are making.
- Allow pupils to have the best opportunities to show what they know, understand and can do, in a familiar, supportive environment.
- Assess through observing and talking to pupils; presenting pupils with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to recall and apply crucial knowledge in different contexts.
- Ensure that planning is led by crucial knowledge and scaffolded for learning needs.
- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and throughout the year.
- Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation.
- Ensure pupils receive regular feedback to support their learning – this can take place via self-evaluation, verbal and written feedback within a lesson or during a planned feedback session.
- Gain evidence of learning from the process as well as the outcome.
- Inform parents and carers of their child's progress at key points in the year and more frequently, if appropriate.

Strategies for assessment



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In order for assessment to play a more constructive role in the learning process and to genuinely promote life- long learning, pupils need to be actively involved.

This will include:

- Sharing crucial knowledge during the input
- Sharing success criteria or WAGOLL
- Self-marking
- Open ended and closed questioning
- Time provided for editing/improving work
- Peer assessment (eg: talk or response partners)
- 1:1 discussions with pupils
- Sharing individual or group learning targets/goals

Marking and Feedback

Typically, feedback (both written and oral) has two main purposes:

- To praise and motivate: positive feedback reinforces and supports good performance, increasing confidence and self-esteem, encouraging children to continue working at that standard.
- To support improvement: feedback will identify specific learning needs and address how to improve. It supports learners in moving on from their current performance to meeting the desired learning outcomes.

Marking must be in line with the Churchfields Marking Policy. Feedback must:

- be appropriate to the task and accessible for the pupils.
- helps to identify misconceptions.
- be focussed and prioritised.
- takes place quickly so that pupils remember the context (either within the lesson or at the start of the next lesson).

Targeted Teaching

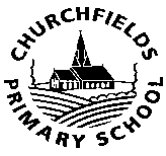
Some pupils have individual learning targets they are working towards. These have been shared by the SENDCo with teachers, teaching assistants, pupils and parents.

Pupils identified as having Special Educational Needs and/or Disabilities (SEND Support) have their own SEND Support Plans which detail individualised targets and intervention strategies to support their learning at school. These are also shared with parents.

Sharing assessment information

Subject leads refer to the assessment documents on the Teams area to ensure progress is efficiently being made. At termly intervals for the summative assessment the assessment lead will analyse the data within the given time frame and present all relevant information in a document available to staff and governors.

Reporting to Parents:



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- Parents evenings and annual reports will identify gains in skills, knowledge and understanding, together with an outline for the next steps in learning.

Target Setting

We use pupil data to set individual progress targets for all pupils in school for reading, writing and maths. These are discussed and agreed with all staff.

Pupil progress meetings take place with all teachers as part of the appraisal process.

At the end of the academic year, a final teacher assessment will be made and where there are any cases of children who have made less than expected progress, teachers will discuss intervention strategies applied together with any other relevant information, which will be carried forward to the next academic year.

Early Years Assessment

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 areas of learning. These are grouped into Prime or Specific areas.

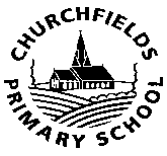
Prime Areas	Specific Areas
Personal, Social and Emotional	Literacy
Physical Development	Mathematics
Communication and Language	Understanding the World
	Expressive Arts and Design

When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

- Inform parents about their child's next steps and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive, and appropriate curriculum that will meet the needs of each child.

Monitoring and Evaluation



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The headteacher, senior leadership team and assessment lead will ensure this policy is implemented consistently throughout the school.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.