

**ASSESSMENT POLICY**

**DATE PALM STATEMENT of INTENT**

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:  
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:  
Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:  
Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
Saira Karim	Assessment Coordinator	<i>S.Karim</i>
Luthfa Begum	SENCO	<i>L.Begum</i>
Kiran Rahman	External Governor	<i>K.Rahman</i>

<b>Reviewed:</b> Feb 2023
<b>Next review date:</b> Feb 2024

# Assessment Policy

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*In formulating our Assessment Policy, we have used the guidance provided in the 'Final Report of the Commission on Assessment without Levels' (September 2015) and the subsequent government documentation*

## Introduction

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils. This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in Date Palm Primary
- Provide clear guidelines for the implementation of the policy
- 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.

## Fundamental Principles of Assessment

All assessments should:

- Be designed to check individual pupils' progression in their learning
- Relate to shared learning objectives
- Be underpinned by a growth mindset and confidence that every child can improve
- Help all pupils to demonstrate what they know, understand and are able to do
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Enable teachers to plan more effectively
- Provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- Enable parents to be involved in their child's progress



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## Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are inputted into the assessment tracker. These outcomes will be shared with parents at Parents' evening and in each pupil's annual report.

## Types of Assessment:

**Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teachers' markbooks. The most common forms of formative assessment used are:

- Questions and answers in class
- Observing pupils at work and intervening where appropriate
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson)
- 'What I know/ want to find out' grids which may be used at the beginning of many new topics and revisited at the end
- Marking, which may be scanning of work to in depth marking
- Recording assessment against objectives taught within each curriculum area
- End of term progress assessments
- SEND Support Plan reviews of progress towards targets

**Summative:** These occur at defined periods of the academic year such as pre-determined SATs tests, or at the end of a unit of work. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for pupils. Pupils' levels are recorded electronically to show a continuous progression throughout their time at Date Palm Primary. Examples of summative assessment are:

- End of unit assessments – referred to as 'Reviews' in the school, e.g. in Reading, Maths
- Unaided pieces of writing
- Annual reviews for pupils with an EHCP or Statement of SEND
- Recording assessment against objectives taught within each curriculum area
- Phonics screening assessments
- KS1/KS2 SATs
- Phonics assessment is conducted termly and pupils are grouped according to the Read, Write Inc, storybook colours

**The Assessment Coordinator** is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals
- Summative assessment tasks are carried out and that the resultant data is collated centrally. Each class teacher must ensure that their class assessments are updated and complete.
- All staff are familiar with current Assessment policy and practice.

**The Headteacher is responsible for:**

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Ensuring that teachers are accommodating for pupils who miss assessments and also pupils who may need extra concessions e.g. more time, differentiated questions, a helper to read questions, manipulatives

**The Head teacher and the Assessment Coordinator are jointly responsible for:**

- Holding teachers to account for the progress of individual pupils towards their end-of-year targets at termly assessment analysis meetings.

### Assessing Without Levels

The DfE announced that there would no longer be National Curriculum levels and that schools would have to set up their own way of assessing pupils. We have spent a long time researching various different methods of assessing pupils. Almost all of the systems used the same format, which was similar to the system used in the Early Years and Foundation Stage. This was to take the end of year expectations for each year group and to split this into 3 categories as follows:

- ❖ Not Yet Achieved (**NYA**) — Yet to be secure in the end of year expectations.
- ❖ Achieved (**A**) — Secure in the majority of the end of year expectations.
- ❖ Achieved & Exceeding (**A&E**) — Secure in almost all or all the end of year expectations and are able to use and apply their knowledge and skills confidently.

Under the old levels system pupils who were exceeding might have moved into the next level. The DfE now want pupils who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their knowledge by using and applying skills. They are calling this phase of learning Mastery and Depth. Only exceptional pupils will move into working towards the end of year expectations from the year above. Similarly, pupils who are unlikely to be emerging at the end of the year may work towards the expectations from the year below.



## Reporting to parents

We have a range of strategies that keep parents fully informed of their child’s progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child’s educational development.

We encourage parents to communicate with teachers on a regular basis which can be done through a bloomz or meetings.

A written report for each pupils is sent to parents, twice a year, at the end of the first term and at the end of the summer term. End-of-Year reports outline a pupil’s progress in all subjects. The teacher will make a comment on the attainment of the pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.

Parents are invited to attend formal meetings with the teacher during the autumn and summer terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times. During the Spring term parents are invited to come into school and view their child’s work. They can speak to the teacher and ask questions regarding their child’s progression in learning and also have a sense of their child’s development from their first day.

## Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give pupils verbal feedback on their work whenever possible. We usually do this when the pupils are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. We encourage older pupils to peer mark some pieces of work.

## Assessment Tests and Tasks

Year	Autumn	Spring	Summer
EYFS	Baseline assessments	Mid-year assessments	End of year assessments
1	Read, Write Inc termly Reading Power Maths End of Autumn 1 and 2	Read, Write Inc termly Reading Power Maths End of Spring 1 and 2	Read, Write Inc termly Reading Power Maths End of Year End of year writing teacher assessments



	Termly writing teacher assessments Islamic Studies – created by Teacher	Termly writing teacher assessments Islamic Studies – created by Teacher	Year 1 Phonics check Islamic Studies – created by Teacher
<b>2</b>	Read, Write Inc termly Reading Power Maths End of Autumn 1 and 2 Termly writing teacher assessments Islamic Studies – created by Teacher	Rising Stars termly Reading Power Maths End of Spring 1 and 2 Termly writing teacher assessments Islamic Studies – created by Teacher	SATs papers for Year 2 – Reading, SPAG & Maths End of year writing teacher assessments Islamic Studies – created by Teacher
<b>3, 4, 5</b>	Rising Stars termly Reading Power Maths End of Autumn 1 and 2 Termly writing teacher assessments Islamic Studies – created by Teacher	Rising Stars termly Reading Power Maths End of Spring 1 and 2 Termly writing teacher assessments Islamic Studies – created by Teacher	Rising stars termly Reading Power Maths End of Year End of year writing teacher assessments Islamic Studies – created by Teacher
<b>6</b>	Rising Stars termly Reading Power Maths End of Autumn 1 and 2 Termly writing teacher assessments Islamic Studies – created by Teacher	Rising Stars termly Reading Power Maths End of Spring 1 and 2 Termly writing teacher assessments Islamic Studies – created by Teacher	SATs papers for Year 6 - Reading, SPAG & Maths End of year writing teacher assessments Islamic Studies – created by Teacher

## Monitoring and review

To reduce teacher workload, numerical data is entered only at the end of each term. The assessment coordinator analyses data to check progress of each class and year group against targets set and to check how vulnerable groups are performing. This information is discussed with teaching teams.

The Senior Management Team will arrange a meeting with all the teachers to moderate teachers' marking strategies and what levels they are giving for pupils' writing, and also assessments. Teachers must use this time to bring up any concerns of any pupil's progression, levels of participation and development.



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Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes.