

YCAT
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Askwith Primary School Whole School Assessment Policy

Our curriculum offer begins in Early Years. It is rooted in the acquisition of the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. As such, it is a broad and deep curriculum which gives equal value to each foundation subject. Pupils are supported throughout their learning to remember connected and essential knowledge, incrementally building their long-term memory through deliberate practice.

Assessment is an integral part of planning and teaching and learning. Our culture is based on assessment for learning. We ensure that pupils are provided with quality feedback which enables them to progress. Questioning plays an important role in identifying pupils' understanding and next steps. We use knowledge checks in all subjects and in all year groups to develop pupils' knowledge. This is part of a structured system that checks pupils' knowledge acquisition prior to teaching a unit of knowledge and after teaching a unit of knowledge. These low stakes knowledge checks are supplemented with 'mini knowledge checks' throughout a unit of knowledge.

Maths

Maths is assessed in a summative way at the three data collection points (September, February and June).

September

Y1-6: Assessed on the previous year's curriculum using the White Rose Summer Term Assessments.

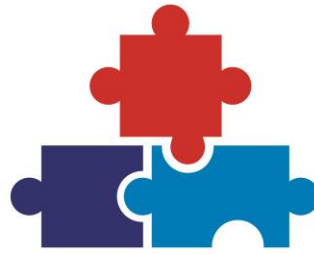
Y2 and Y6: SATs paper (in addition to the White Rose Summer Term Assessment)

February

Y1-6: Assessed on the previous year's curriculum using the White Rose Summer Term Assessments.

Y2 and Y6: SATs paper (in addition to the White Rose Summer Term Assessment)

June



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Y1-6: Assessed on the current year's curriculum using the White Rose Summer Term Assessments.

Y2 and Y6: SATs paper (in addition to the White Rose Summer Term Assessment)

In all years from reception to year 6, prior to a unit of knowledge, pupils complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge. These knowledge checks are unpicked and any gaps or forgotten knowledge are filled before the new knowledge is assessed. After connected knowledge has been addressed, then the new essential knowledge is assessed. Teachers plan and teach lessons based on the outcomes of this new knowledge, knowledge check. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which include low stakes quizzes. Mini knowledge checks are checks of knowledge from units that have been previously taught within the current academic year.

Phonics

Phonics is assessed throughout the year at regular intervals using the Phonics Bug guidance. Assessment of phonics is administered in year 3 to ensure that transition between KS1 and KS2 is seamless and also to provide further support, where appropriate, to ensure that all children become fluent readers. Teachers plan and teach phonics lessons in September based on the outcomes of the baseline assessment, which include the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge.

The September baseline assessments for each year group are:

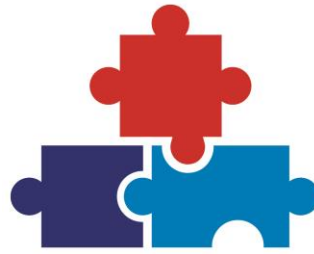
Reception: phonological awareness assessment to check their understanding of everyday sounds, syllables, rhyming words, oral blending and oral segmenting

Year 1: the first 20 questions of a Phonics Screening Check and Phase 2-4 Phonics Bug assessment

Year 2: Phonics Screening Check and Phase 2-5 Phonics Bug assessment

Year 3: Phase 2-5 Phonics Bug assessment

Once any gaps in their knowledge of phonological awareness are taught, the children begin learning the appropriate phase sounds. In order to ensure that the whole class approach can be maintained throughout the year, regular formative assessments are administered to inform planning of same-day interventions and catch-up Rapid interventions. These include the use of 'mini knowledge checks' or 'revisits' at the start of every phonics lesson. Upon



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completion of each phase in phonics, the children complete a Phonics Bug summative assessment. Two weeks after the phase has been taught, pupils complete the knowledge check/end of phase assessment for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks/end of phase assessments are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.

Reading

Reading is assessed at the three data collection points (September, February and June). In all years, from reception to year 6, reading ability is formatively assessed using running records. Running records assess and monitor the fluency of reading (checking accuracy, speed and prosody) and provide teachers with evidence to support (along with evidence from phonics lessons) when a pupil moves onto a new book band or section of the junior library. At each data collection point, running records indicate if a child completes reading assessments from previous year or from current year. Reading assessments check knowledge of the comprehension skills (how to question the text, clarify information, visualise parts of the text, make inferences and predictions and summarise what they have read) when reading fiction, non-fiction and poetry.

Running records are continued to be used as a formative assessment throughout the year for years 2 upwards. Formative assessments of fluency and comprehension take place on a daily basis when teachers hear individual children read one-to-one, during daily guided/group reading lessons and during weekly guided/group reading lessons (including storytelling lessons in EYFS).

Spellings

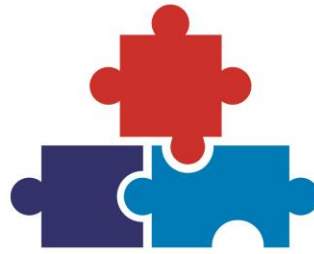
Graded spelling scores are assessed at the three data collection points (September, February and June) in KS2. Spellings are taught and assessed on a weekly basis from years 1 - 6 in addition to the three data collection points (see Whole School Spelling Policy). Spelling mistakes are addressed on a daily basis through written marking and feedback.

Grammar and Punctuation

Grammar and punctuation is assessed in a summative way at the three data collection points (September, February and June).

September

Y1-6: Assessed on the previous year's curriculum.



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Y2 and Y6: SATs paper

February

Y1-6: Assessed on the previous year's curriculum.

Y2 and Y6: SATs paper

June

Y1-6: Assessed on the current year's curriculum.

Y2 and Y6: SATs paper

Knowledge from the previous year is checked in September and February and knowledge from the new year is checked in June. Teachers plan and teach lessons based on the outcomes of the knowledge checks, which often includes the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which include low stakes quizzes.

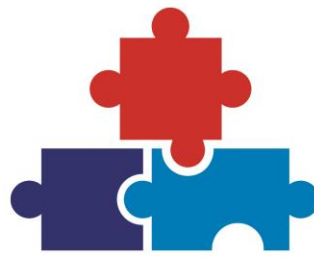
This new essential knowledge is then applied in pupils' daily writing and their knowledge of this is checked daily.

Writing

Writing is assessed at the three data collection points (September, February and June). In September and February, assessed writing pieces are narrative pieces based on familiar texts (class stories). In June, assessed writing pieces are fiction pieces based on the current year knowledge of a particular fiction genre. Children write these assessed pieces independently. Independent writing is defined as a piece of work with minimal teacher input and without peer support. Children are allowed time to plan and record ideas. They are allowed to independently use sound mats, word mats and dictionaries. They may also use a generic writing checklist not specific to that genre of writing. Teachers must not prompt or guide the writing. Formatively, writing is assessed on a daily basis through oral and written feedback from teachers and responses from the children.

Science and non-core subjects

Prior to a unit of knowledge, pupils complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge. This includes all subjects including PE, PSHE and MFL. For those curriculum areas that include a practical element (PE, art, D&T and music), the knowledge checks will include opportunities for all pupils to demonstrate their knowledge in both a written and practical format. Teachers plan



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and teach lessons based on the outcomes of 'knowledge check (1)', which often include the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. These include the use of 'mini knowledge checks', e.g. low stakes quizzes. Two weeks after the unit of knowledge has been taught, pupils complete the knowledge check for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'. Some essential knowledge in science and non-core subjects is recalled where appropriate in other subjects (see long term plans). This essential knowledge is identified in planning and becomes part of the knowledge check.

Data collection points

We use summative assessments in a balanced way with three data collection points over the year. We assess in September (baseline), February (spring) and June (summer). Whilst we believe that our formative assessments give us a true picture of whether or not pupils have acquired knowledge, pupils should still be exposed to standardised tests as another means of applying their knowledge and giving an overview of attainment and potential gaps in provision.

Forgotten knowledge or gaps in knowledge

When forgotten knowledge is identified, the whole class or groups are targeted to recall and secure essential connected knowledge. If a gap in knowledge is identified, the whole class or groups are targeted and that knowledge is re-taught until secure. Forgotten knowledge or gaps in knowledge targeted work is recorded in 'Everything' books or 'Can I Do It Yet?' books.

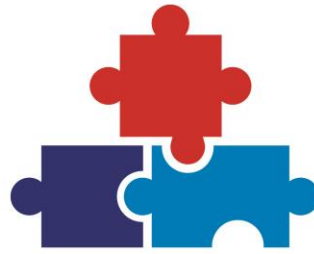
Statutory Assessments

Reception Baseline Assessment

The Reception Baseline Assessment is a statutory short tasked-based assessment of children's starting points in:

- language, communication and literacy
- mathematics

Children use practical resources to complete these tasks and teachers record the results on a laptop, computer or tablet. It is not used to label or track individual pupils. This assessment is administered within the first six weeks of starting reception.



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Early Years Foundation Stage Profile

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Phonics Screening Check

The year 1 phonics screening check is an informal test administered by the class teacher in a one-to-one setting in summer term. Its purpose is to establish whether pupils are able to phonically decode to an appropriate standard.

Multiplication Table Check

The year 4 multiplication table check is a test administered by the class teacher via an online portal, screening children's recall of times tables. Year 4 children are expected to have fluent recall of all times tables by the end of the year. The test is administered in June.

SATs

SATs (National Standard Assessment Tests) measure children's educational achievement in years 2 and 6.

In KS1, these assessments take place in the May of year 2 (age 6/7) and test pupils' ability in maths and reading (plus an optional test in English grammar, punctuation and spelling). The tests are informal, so they are not timed and they take place in the normal classroom environment.

In KS2, these timed, formal assessments take place in the May of year 6 (age 10/11) and test pupils' ability in English (grammar, punctuation, spelling and reading) and maths. The tests are carried out in the school hall.