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## Askwith Primary School Whole School Assessment Policy

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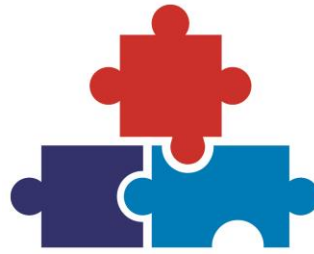
Our curriculum offer begins in Early Years. It is rooted in the acquisition of the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. As such, it is a broad and deep curriculum which gives equal value to each foundation subject. 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

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 and new essential knowledge. Teachers plan and teach lessons based on the outcomes of this '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' including 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)'.



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Some essential knowledge in maths is recalled, where appropriate, in science and non-core subjects (see long term plans). This essential knowledge is identified in planning and becomes part of the knowledge check.

### EYFS and KS1 Phonics:

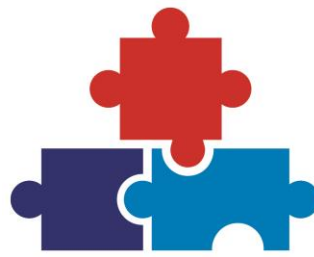
Phonics is assessed at the three data collection points (September, February and June). Pupils' knowledge of phonics is taught and assessed using Phonics Bug. Assessment of phonics is administered in year 3 to ensure that transition between KS1 and KS2 is seamless and also to provide further support, 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. These include the use of 'mini knowledge checks' or 'revisits' at the start of every phonics lesson.

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

In all years, from reception to year 6, reading ability is formatively assessed using running records. Running records assess and monitor the accuracy of reading (including basic comprehension) 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. Throughout the school, the knowledge required to comprehend text is taught explicitly during guided reading or group reading within the autumn term. Pupils are taught how to question the text, clarify information, visualise parts of the text, make inferences and predictions and summarise what they have read. It is extremely important for pupils to acquire these skills as soon as possible so that they understand how to apply this knowledge to answer the range of question types within different texts (See Reading Policy). Prior to teaching the knowledge required to apply one of the comprehension skills, pupils complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge required to apply that comprehension skill. Two



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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)'.

## Spellings

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

Prior to a unit of knowledge (grammar and punctuation focus), pupils in years 1 to year 6 complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge. Teachers plan 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' including low stakes quizzes.

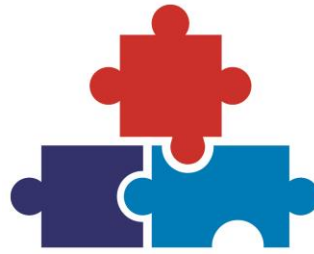
This new essential knowledge is then applied in pupils' daily writing and their knowledge of this is checked frequently.

## Writing

In all years, from reception to year 6, prior to a unit of knowledge (genre focus), pupils write a 'cold', independent piece of writing, for example, narrative. This is 'knowledge check (1)'. 'Cold, 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.

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 write a 'cold', independent piece of writing. This is 'knowledge check (2)'. In non-fiction writing, this can be recalled and applied in science and non-core subjects (see long term plans). Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth



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knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'. Knowledge checks (2), (3) and (4) are teacher assessed and annotated to reveal forgotten knowledge and/or gaps in knowledge.

### 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. Teachers plan 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.

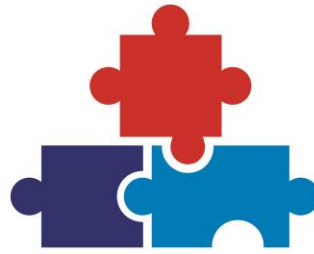
### Data collection points

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.

### September

In September, we use 'knowledge check (1)' of number and place value, the first unit of knowledge taught across school in maths, to assess pupils' connected knowledge and new knowledge as discussed above. Similarly, we use 'knowledge check (1)' of grammar and punctuation including all connected knowledge from the previous year.

From September 2021, we have endeavoured to check **all** connected knowledge in the first instance in maths and grammar and punctuation to ensure that any forgotten knowledge or



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gaps in knowledge can be diagnosed and addressed immediately in light of the previous two disrupted years of schooling.

To assess reading in September, running records are administered (as discussed above) and reading assessments carefully devised to check knowledge of each comprehension skill across fiction, non-fiction and poetry.

### **February and June**

In February and June, maths, reading and grammar and punctuation are assessed as follows:

#### **Maths:**

- Reasoning and arithmetic knowledge are assessed using NFER Maths assessments in years 1, 3, 4 and 5. Years 2 and 6 use SATS past papers.

#### **Reading**

- Reading is assessed using NFER and Test Base Reading assessments in years 1, 3, 4 and 5. Years 2 and 6 use SATS past papers.
- Running records are used to assess and monitor fluency of reading in individual children and to support book bands (where necessary).

#### **Grammar and Punctuation**

- Grammar and punctuation are assessed using NFER Grammar and Punctuation assessments in years 1, 3, 4 and 5. Year 2 and 6 use SATS past papers.

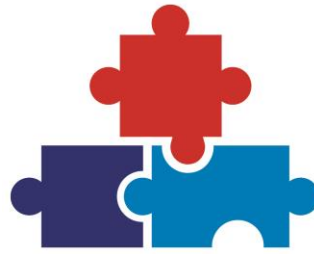
### **All data collection points**

Phonics and spellings are assessed as follows:

#### **Phonics**

- EYFS, year 1, 2 (and year 3 when appropriate) are assessed, using Phonics Bug, on:
  - Blending
  - Reading tricky words
  - Segmenting
  - Spelling tricky words (recorded in written form or with magnetic letters)





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## Spellings

- Graded Word Spelling Test is used to assess all children at the three data collection points
- At the baseline assessment, some year groups may also be assessed using other word lists where appropriate for that cohort, such as common exception word lists

## 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

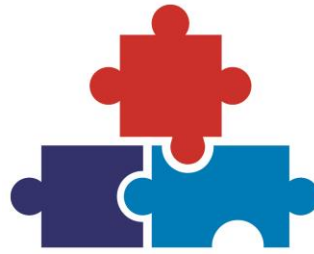
Children use practical resources to complete these tasks and teachers record the results on a laptop, computer or tablet. It is not used to label or track individual pupils. This assessment is administered within the first six weeks of starting reception.

### 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.



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### **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.

### **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.

Reviewed September 2021