



Assessment Policy - KS1 & KS2 2022-2023

This procedure is reviewed annually to ensure compliance with
current regulations

Date of Original Policy: August 2022

Date of Full Revision: February 2023

Date of Next Review: August 2023

At SVS we consider assessment to be an integral part of the teaching & learning process. Assessment data in KS1 & KS2 is collated from five key forms of assessment:

- Day-to-day formative assessments
- SVS summative (end of unit assessments)
- External benchmark assessments
- GL CAT4
- International benchmark assessments

Formative Assessment

Often referred to as assessment **for** learning. This is the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go, and how best to get there. Formative assessment is less formal than summative assessment and therefore it is more regular.

Summative Assessment

Previously, and often referred to as, assessment **of** learning. This covers assessment events that aim to provide information about how much a student has actually learned at the end of a particular section/unit of work. Our end-of-term assessments are summative assessments.

External Benchmark Assessments

- GL Progress Tests
- Star Reading / Star Early Literacy
- Star Maths
- PIRA
- PUMA
- Rising Stars

GL CAT4

These cognitive ability tests give data on students' ability in four areas of reasoning:

- Verbal
- Quantitative
- Non-verbal
- Spatial

International Benchmark Assessments

- TIMSS
- PISA
- PIRLS

Methods of In-class Assessment

Teachers use a variety of methods for assessment in lessons, which include:

- Self-evaluation
- Questioning and immediate verbal feedback
- Collaborative assessment and feedback
- Quality feedback for learning / marking
- Examinations and Key Assessments
- Controlled assessments
- Homework / coursework tasks
- Self and peer assessment

Assessment Data is used to set individual pupil targets and plan relevant learning experiences / interventions (where needed) to help students reach their full potential.

Baseline Assessments

At the start of each new academic year in KS1, students undertake baseline assessments including Star Early Literacy or Star Reading, Star Maths, Schonell Spelling Assessment and Big Write.

At the start of each new academic year in KS2, students undertake baseline assessments including Star Reading, Star Maths, Schonell Spelling Assessment and Big Write.

Triangulation of Assessments & Data

Over the academic year, teachers collect a variety of assessment data to paint a picture of a student's attainment and progress. Triangulation of internal and external data helps us moderate the work students are doing.

Quality Assurance and Moderation

Quality Assurance forms an integral part of regular departmental meetings. Moderation of work samples and assessments is against external benchmarks. Staff will moderate work in notebooks and assessments across departments (and peer schools where possible). SLT will also moderate the work of a cross - sample students on a half-termly basis.

Target Setting

Teachers set individual and personalised targets for each student in core subject areas, based on in-depth consideration of a range of data:

- CAT4 indicators,
- baseline assessments,
- end of previous year data,
- student profiles/IEPs
- teacher judgements.

Student targets are shared with students and parents on a half-termly basis both electronically and in the classroom environment. Students are involved in the process of considering whether targets have been met at the end of a half-term.

Record Keeping

In KS1 & KS2 at SVS we maintain *Curriculum Trackers* which allow us to track and analyse student attainment and progress over the academic year. At the end of each term, teachers complete the *Attainment & Progress Trackers* which inform the *Termly Learning Review Meetings* and *Reports to Parents*.

Using these trackers, teachers are able to provide a judgement of each child's current attainment in core subjects which informs planning, targets, interventions (where needed) to ensure students are working at, or above, expected levels.

Reporting

- We send three written reports home to parents each academic year.
- We invite parents to half-termly PTMs (Parent Teacher Meetings).
- We send individual student targets and formal assessment data (including CAT4 Data for KS2) home to parents at the end of each learning review cycle.