



# **Assessment Policy**

July 2023

# ASSESSMENT POLICY QUEENSGATE FOUNDATION PRIMARY SCHOOL

## Policy Review

This policy was adopted from The School Bus and will be reviewed by the Governing Board on an annual basis.

The policy was last reviewed and agreed by the Governing Board on 11<sup>th</sup> July 2023

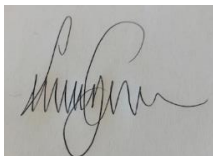
It will be reviewed again by July 2024.

## Approved



Signature: ..... Head Teacher

Date: 11<sup>th</sup> July 2023



Signature: ..... Co-Chair of Governing Board    Date: 11<sup>th</sup> July 2023

## Policy control

Date	Amendments / additions	Reason
July 2022	Update of 1.2	
	4.4 Key to Success deleted; replaced with Get Information about pupils via DfE sign in	
	Addition of 4.14	
	Removal of P scale in 4.17 - reworded	
	Amendment to 4.20	
	Additional bullet point – 5.1	
	Additional bullet point – 5.2	
	Amendment to penultimate bullet point 5.6	
	5.8 – Re-worded	
July 2023	Section 1 UKGDPR updated	Regulation changes
	Update to Guidance documents	Additional documents added
	Section 9	Update to policy

## **Contents:**

### **Statement of intent**

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## Statement of intent

At Queensgate Foundation Primary School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

Ensuring early and accurate identification of individuals' needs, so that support can be implemented

Involving all staff, pupils and parents in the assessment process

Ensuring pupils have ongoing targets

Regularly monitoring progress

Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART) at Parent evenings Consultation Meetings

- Acknowledging achievement
- Working with other agencies as needed
- Providing equal opportunities for all

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

## **1. Legal framework**

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

1.2. This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2022) 'Primary accountability measures – update'
- DfE (2021) 'What academies, free schools and colleges should publish online'
- DfE (2021) 'What maintained schools must publish online'
- STA (2021) '2022 Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2021) '2022 Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2022) 'How to keep test materials secure'
- STA (2019) 'How to report maladministration at key stage 1 and key stage 2'
- STA (2022) 'Key stage 1: test administration guidance'
- STA (2022) 'Key stage 2: test administration guidance'
- STA (2022) 'Multiplication tables check: administration guidance'
- STA (2022) 'Phonics screening check: administration guidance'

1.3. This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy: Pupils
- EYFS Assessment Policy
- Behavioural Policy
- Records Management Policy
- Data Protection Policy

## **2. Roles and responsibilities**

2.1. The governing board is responsible for:

- The overall implementation of this policy
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Equal Opportunities Policy: Pupils

2.2. The headteacher is responsible for:

- Ensuring that the requirements of the ARA are implemented in the school
- Ensuring that teachers and other staff comply with the ARA
- Ensuring that the deadlines in the ARA are met
- Identifying which pupils will take the phonics check and the KS1 and KS2 tests
- Considering whether any pupils will need braille versions of the phonics screening check
- Considering whether any pupils will need modified versions of the phonics screening check and downloading them

- Ensuring that the phonics screening check is administered once per pupil
- Ensuring that pupils' responses to the phonics screening check are scored accurately and consistently
- Ensuring that any pupils who do not meet the 'expected standard' in phonics continue to receive support
- Following the annual statutory data collection requirements by submitting phonics screening check results to the LA for all eligible pupils, by the LA's deadline
- Keeping all test materials secure and treating them as confidential
- Ensuring that test administrators are appropriately trained
- Ensuring pupils have the correct test materials and equipment
- Ensuring access arrangements are used correctly
- Ensuring the English reading and maths tests are administered during May
- Ensuring that the specific content of test materials is not used to prepare pupils taking the tests in later sittings
- Ensuring pupils' responses are marked accurately and consistently
- Notifying the STA of any issues that may have affected the security, confidentiality or integrity of the tests
- Ensuring that the results for English reading and mathematics are used to inform teacher assessment judgements and submitting data to the LA
- Completing and submitting the phonics screening check and KS1 and KS2 headteacher's declaration form (HDF) by the specified deadlines
- Ensuring all staff are fully informed of the KS2 test timetable
- Explaining to all staff, participating pupils and their parents how the tests will be administered
- Ensuring sufficient staff are available to administer the tests
- Understanding what to expect from a monitoring visit
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements
- Submitting aid notifications and notification of pupils identified as having cheated on the [Primary Assessment Gateway \(PAG\)](#), if required, before submitting the HDF

2.3. Test administrators are responsible for:

- Adhering to the provisions outlined in this policy
- Reading and understanding all the relevant guidance, including, but not limited to, those identified in paragraph [1.2](#)
- Reporting any attempts of cheating to the headteacher
- Reporting any maladministration incidents to the headteacher
- Understanding what equipment is permitted in each test
- Understanding what assistance is permitted in each test
- Ensuring the security and safety of all test materials

2.4. Pupils are responsible for:

- Completing the phonics check and KS1 and KS2 tests to the best of their ability
- Submitting their own work and not cheating on the tests
- Engaging fully in the assessment process and following assessment rules
- Bringing the required equipment for each test

### 3. Accountability measures

- 3.1. The headline attainment and progress measures that the school is held to account for, and that are included in the national performance tables, are as follows:
- The percentage of pupils achieving the expected standard in English reading, English writing and mathematics at the end of KS2
  - Pupils' average scaled score in English reading at the end of KS2 and mathematics at the end of KS2
  - The percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
  - Pupils' average progress in English reading, English writing and mathematics
- 3.2. The school will not share individual pupil progress scores with pupils or parents.
- 3.3. The school will not use 'flight paths', where pupils are told the levels they will achieve based on the performance data of pupils with similar starting points in previous years, as a valid progress prediction.
- 3.4. The school will not predict pupil or school-level progress scores in advance of official provisional data being made available each September.
- 3.5. When comparing with other schools or public groups, the school will account for the progress score and confidence interval for the school.
- 3.6. In limited circumstances, the school may request that a pupil be omitted from performance measures, e.g. if a pupil has recently moved from overseas.
- 3.7. There are a number of circumstances where a pupil's results will not be included in the progress measures, but will be included in the attainment measure as 'not meeting' the expected standard. These circumstances include the following:
- Pupils who are working at the standard of the tests, but who have no test data in English reading or mathematics, e.g. due to absence
  - For pupils who have moved school between KS1 and KS2, the DfE will retrieve and include data in the progress calculation
  - Pupils who have no KS1 data

#### **4. Test participation**

- 4.1. The headteacher's decision regarding test participation is final.

#### **Phonics screening check**

- 4.2. All pupils who will reach the age of 6 before the end of the school year will complete the check, including pupils who join the school just before or during the check window, unless they have no understanding of grapheme-phoneme correspondences.
- 4.3. Pupils who will reach the age of 7 before the end of the school year will be required to complete the check if they:
- Did not take it in Year 1
  - Took the check in Year 1 but did not meet the expected standard
  - Started school in Year 2
- 4.4. Pupils' common transfer files (CTF) will include information about whether a pupil joining the school in Year 2 met the expected standard in Year 1. If this information is not included, the

headteacher will contact the LA or log in to Get Information about Pupils via DfE Sign in to search for the pupil using their unique pupil number.

- 4.5. Where there is any uncertainty about whether a pupil has completed the check in Year 1, they will take the check in Year 2.
- 4.6. If a pupil is absent during the check week, the school will administer the test upon their return, if it falls within the check window. Pupils that are absent during the full check window will be recorded as absent in the results data.
- 4.7. Where the headteacher decides that a pupil should not take the check, they will explain their reasoning to the pupil's parents, providing documentary evidence where appropriate.
- 4.8. Where pupils are unable to access the check, teachers will be aware of their progress in phonics so that they can plan the next steps in teaching.
- 4.9. If a pupil shows no understanding of grapheme-phoneme correspondences, they will not be required to complete the check.
- 4.10. If a pupil has limited fluency in English, the headteacher will decide if they should take the check. Pupils who have recently moved to the UK and do not understand letters and sounds in English will not take the check.
- 4.11. The headteacher will consider whether it is appropriate for pupils who use British Sign Language, or another sign-supported communication to spell out individual letters but are not using phonics in the sense of linking letters and sounds, to take the check.
- 4.12. Pupils who are selectively mute will be unable to participate in the check if they do not give verbal responses in school.
- 4.13. Selectively mute pupils may be able to demonstrate their knowledge informally at home with a family member who can discuss the outcome with a teacher; however, to avoid a potential security risk, this arrangement will only take place after the check period ends.
- 4.14. The School will submit data for all pupils including those who do not take the check. Only those pupils who do not take the check will be marked at 'D'.

## KS1

- 4.15. Pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests will be required to complete the KS1 tests.
- 4.16. Pupils considered able to answer the easiest questions will be entered for the tests at KS1.
- 4.17. The headteacher will not enter pupils in the tests if:
  - They have not completed the relevant KS1 programme of study
  - They are working at the pre-KS1 standards or being assessed using the engagement model
  - They are working at the standard of the KS1 tests but are unable to participate, even with suitable access arrangements
- 4.18. The [pre-key stage standards](#) will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.
- 4.19. Where the headteacher decides that a pupil should not take the tests, they will:



Discuss the pupil's circumstances and needs with their parents and teachers  
Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil

- 4.20. Pupils who cannot communicate in English will not take the English tests. These pupils will be assessed using the pre-Key Stage Standards providing they are engaged in Subject Specific Study.
- 4.21. Teachers will work to translate the national curriculum for maths into the pupil's preferred language, and will consider which access arrangements can be used to enable the pupil to take the tests.

## **KS2**

- 4.22. Pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests will be required to complete the KS2 tests.
- 4.23. Pupils considered able to answer the easiest questions will be entered for the tests at KS2.
- 4.24. The headteacher will not enter pupils in the tests if:
- They have not completed the relevant KS2 programme of study
  - They are working at the pre-KS2 standards or P scales)
  - They are working at the standard of the KS2 tests but are unable to participate, even with suitable access arrangements
- 4.25. The [pre-key stage 2 standards](#) will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.
- 4.26. Where the headteacher decides that a pupil should not take the tests, they will:
- Discuss the pupil's circumstances and needs with their parents and teachers
  - Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil

## **5. Multiplication tables check (MTC)**

5.1. The headteacher will:

- Register eligible pupils to take the check
- Allow pupils to access the 'try it out' area to familiarise themselves with the check format
- Ensure that access arrangements are provided for any pupils who require them
- Generate a school password and pupil identification numbers (PINs) on the days the check is administered
- Ensure the check is administered to all eligible pupils
- Complete the HDF to confirm the check was administered in line with relevant guidance
- Record reasons if any pupil will not be taking the check

5.2. Rooms will be prepared for the check, including:

- Removing or covering any displays or teaching materials that could assist pupils
- Ensuring seating arrangements will allow all pupils to work quietly and independently

- Ensuring pupils will not be distracted by other pupils or their digital devices
  - Ensuring pupils' digital devices are switched on, charged and in good working order before pupils are admitted to the room
  - Ensuring they are quiet, comfortable and well-lit
  - Ensuring pupils do not have anything on them which may provide them with an advantage during the check, e.g. pens, papers, calculators, mobile phones or smart watches
- 5.3. The appointed test administrators will ensure that pupils have all the materials needed to complete the check.
- 5.4. The headteacher will ensure that the test administrators are:
- Familiar with the MTC guidance
  - Familiar with the digital devices being used
  - Known to pupils
  - Able to provide feedback on the process
- 5.5. Pupils in Year 4 will be entered into the check, unless the headteacher decides it would not be appropriate for the pupil to participate.
- 5.6. Pupils will not be required to participate in the MTC if:
- They are absent during the entire check period
  - They are unable to access the check, even with suitable access arrangements
  - They are considered unable to answer the easiest questions or are working below the national curriculum expectations for Year 2 multiplication tables
  - They have arrived in school during the check window, with EAL, and there is not enough time to establish the standard at which they are working
  - They appear on the register in error
  - They have left the school before the check period
- 5.7. The school will not request permission from the STA to use any access arrangements for the MTC; however, the support given will never advantage or disadvantage individual pupils and will be based on usual classroom practice.
- 5.8. In order to accurately test the fluency of pupils' times tables additional time will not be given to complete the MTC.
- 5.9. The following font and background combinations will be available:
- Yellow on black
  - Black on blue
  - Black on peach
  - Blue on cream
- 5.10. The font size will be increased and decreased to suit a pupil's needs.
- 5.11. A 'Next' button between questions will be enabled if the standard three-second pause is insufficient.
- 5.12. The on-screen number pad will be removed to suit individual pupils' needs.
- 5.13. An input assistant will be used when a pupil is:

- Unable to enter their own answers
  - Able to input their answers, but is uncomfortable when doing so
  - Very slow at inputting their answers
  - Finding it difficult to input their answers
- 5.14. Input assistants will enter answers as dictated by the pupil.
- 5.15. Input assistants will not be another pupil, a parent, guardian or relative.
- 5.16. Third-party screen readers will not be used; however, a question reader function will be enabled to suit pupils' needs.
- 5.17. An audible time alert will be enabled for pupils with visual impairments.
- 5.18. Pupils will be unable to pause or stop the check once it has started; however, pupils will be permitted to restart the check if they were interrupted.
- 5.19. If test administrators experience any IT issues during the check, they will speak to their IT support team initially. If additional advice is needed, the national curriculum helpline will be contacted on 0300 303 3013 or [assessments@education.gov.uk](mailto:assessments@education.gov.uk).
- 5.20. The MTC will be introduced as consistently as possible, and the process will be explained clearly before the check is administered.

## **6. Results and reporting**

### **Phonic screening check results**

- 6.1. Pupils' check scores will be reported to the school's LA by the specified deadlines.
- 6.2. By the end of the Summer term, the headteacher will report the following information to parents:
- Each pupil's phonics screening check score
  - An outcome for pupils who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration

### **Reporting TA at KS1**

- 6.3. The headteacher will ensure KS1 teacher assessment data is reported to the LA by the published deadline.
- 6.4. Teacher assessment judgements in reading, writing, maths and science will be submitted for all pupils.
- 6.5. The school will use the codes detailed in the STA's '[Key stage 1: reporting teacher assessment data](#)'.
- 6.6. If a pupil changes school before the test period, the receiving school will administer the KS1 tests and submit the teacher assessment data.
- 6.7. If a pupil changes school during the test period, the receiving school will ensure they know which tests have already been administered to the pupil and administer the remaining tests. The school in which the pupil was registered at for the longest amount of time will submit teacher assessment data for the pupil.

- 6.8. If a pupil changes school after the test period, the school where the pupil was registered during the KS1 test period will submit the teacher assessment data.

### **Submitting TA data at KS2**

- 6.9. The school will use the codes detailed in the STA's '[Key stage 2: submitting teacher assessment data](#)'.
- 6.10. Teacher assessment judgments in English writing and science will be submitted to the STA via the PAG by the published deadline.
- 6.11. The school will submit its data via the PAG or the LA. The submission will include every pupil at the school registered to take the KS2 national curriculum tests (even if they did not) and those registered as working below the overall standards of the tests.
- 6.12. If a pupil changes school before the test week, the receiving school will submit their teacher assessment data.
- 6.13. If a pupil changes school during or after test week, the school where the pupil was registered will submit their teacher assessment data.

### **KS2 test results**

- 6.14. Test results will be available on the PAG on the published date.
- 6.15. Each pupil who is registered for the tests will receive a raw score, a scaled score and confirmation of whether they met the expected standard.
- 6.16. The headteacher will be responsible for submitting reviews of marked papers if they believe a mark scheme was not followed or there has been a clerical error.

### **Reporting to parents**

- 6.17. The headteacher will send an annual report to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary.
- 6.18. The reports will start from the day after the last report was given and will be available to parents before the end of the summer term.
- 6.19. The report will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.
- 6.20. For pupils who did not take one or more of the tests, the headteacher will write a report that explains why they did not take the tests, any action that has been taken to support the pupil, procedures used by the school to monitor the pupil's needs, and whether these circumstances are likely to be long or short term.
- 6.21. The report referenced in 6.20 will be sent to the pupil's parents and the chair of the governing board and placed on the pupil's educational record.
- 6.22. If a pupil changes school before the end of the academic year, the headteacher at the receiving school will write their annual report.
- 6.23. If a pupil is registered at more than one school, both headteachers will write an annual report.

## **7. Keeping and maintaining records**

- 7.1. The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.
- 7.2. Educational records will be maintained and disclosed to parents at their request; these records include information about current and former pupils.
- 7.3. The school will also keep curricular records on every pupil, keeping a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.
- 7.4. When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.
- 7.5. The school's Records Management Policy and Data Protection Policy will be followed at all times.

## **8. Publishing assessment results**

- 8.1. **KS2** The school will publish the following information on our website each year:

- The average progress scores in reading, writing and maths
- The average scaled scores in reading and maths
- The percentage of pupils who achieved the expected standards or above in reading, writing and maths
- The percentage of pupils who achieved a high level of attainment in reading, writing and maths

## **9. Internal assessments**

Alongside statutory assessments, the school will undertake a programme of internal assessments to support pupils' learning and progress.

Formative assessments will take place throughout a scheme of work and will be used to identify pupils' strengths and gaps in their skills and knowledge. Formative assessments will be used to identify next steps for learning and identify pupils who may need more support.

Summative assessments will take place on a [termly](#) basis and will be used to assess pupils' knowledge and skills following completion of a scheme of work.

Records will be kept of pupils' performance in internal assessments.