



Crosby Primary School
Assessment Policy
Last Reviewed Autumn 2024
Next Review Autumn 2027

Day-to-Day Formative Assessment

Day-to-day formative assessments are carried out throughout every lesson, through questioning, observation and discussion. They are an essential part of the teaching and learning process. They identify key concepts which are understood or not; and thereby inform teacher's immediate in lesson planning, and short term planning. Without this formative assessment and continual feedback, teaching is ineffective.

As a result of this formative assessment children receive regular feedback on their learning and understand how to improve. Teachers understand which areas of learning need to be re-shaped or re-visited, and which children need additional support to master the concept.

Formative assessment is often not recorded. Some teachers may choose to record these assessments as an aide memoire for future planning.

In-School Summative Assessments Years 1 to 6

Summative assessments are carried out in order to describe a child's level of attainment and to determine whether or not a child is progressing as they should. They are also used to provide an overview of whole school attainment and to identify under-achieving pupils. They identify key concepts which are understood or not; and thereby inform teachers' medium and long term planning.

In-school summative assessments are carried out termly, for each child, in reading, writing and maths. Writing summative assessments are carried out by teachers, based on what the child has achieved in lessons, against a set of criteria produced by the school.

Summative Assessments in the Early Years Foundation Stage

Through ongoing observations of children in the seven areas of learning and development, and the characteristics of effective learning, teachers make summative assessments at the end of each term.

- Listening, attention and understanding
- Speaking
- Self-regulation
- Managing self
- Building relationships
- Gross motor skills
- Fine motor skills
- Communication
- Writing (Specific area Reception only)
- Reading (Specific area Reception only)
- Number (Specific area Reception only)
- Number Patterns (Specific to Reception only)
- Playing and exploring (characteristic of effective learning)
- Active learning (characteristic of effective learning)
- Creating and thinking critically (characteristic of effective learning)

National summative assessments take place at the start of the Reception Year, called the Baseline Check. National summative assessments also take place at the end of the Reception Year, based on the teacher's ongoing assessment, against the Early Learning Goals:

Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;

- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Nationally Standardised Summative Assessments Years 1 to 6

These summative assessments are carried out to provide information on how children are performing in comparison to pupils nationally. They allow the government to hold the school to account.

These nationally standardised summative assessments are carried out at the following points in a child's school life.

- End of Year 1 (phonics check)
- End of Year 4 (times tables check)
- End of Year 6 (reading, writing, GPS, maths, science)

Monitoring and Review

This policy is monitored and reviewed by the governing body. Last reviewed Autumn 2024.