



Whole School Policy for Assessment

The purpose of assessment at The Discovery School

Our school considers accurate and focused assessment as the cornerstone of high-quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support. All assessment must be purposeful and informative and expectations for assessment will consider both workload and work-life balance of teachers.

Assessment Strategies

Most day-to-day assessment at The Discovery School is informal and, in the moment, (formative assessment); a seamless part of the process of teaching and learning. These types of assessments can range from specific questioning, hinge points/questions in the lesson, group activities, quizzes, games, class projects and mini presentations. Our lessons are all underpinned by Rosenshine's Principles of Instruction (2010), which at its heart uses formative assessment to ensure that all children successfully progress in their learning.

The school operates three assessment cycles in each academic year. Throughout these assessment periods, teachers informally assess children against termly expectations for reading, writing and maths. These are devised from the government's end of year expectations for these subjects.

At the end of the assessment period, teachers record each child's attainment against these indicators onto INSIGHT. INSIGHT (<https://www.insighttracking.com/>) is the schools chosen data management system and data is inputted in here to allow both teachers and Senior Leaders the chance to analyse pupil progress and attainment. At the three assessment points, teachers, subject and senior leaders will analyse this data to identify areas of strength and any potential for underperformance. Pupil progress meetings follow this analysis to ensure appropriate support strategies are put in place to ensure every child is meeting their potential. Teachers will then meet with parents to share achievements and next steps in Parent Consultations.

For other subjects, teachers will assess children at the end of a topic, against the criteria set out in the school's progression of skills document for that subject. These have been devised from the National Curriculum expectations for each subject. For these assessments children will be assessed as either working towards or working at the expectations for the subject.

Phonics is assessed and tracked from Early Years Foundation Stage to Year Three, using the assessment tools on the FFT Phonics Scheme. This is recorded within INSIGHT to ensure good progress and is monitored by the Phonics and Assessment Leaders.

Detailed procedures, programmes and best practice guidelines for assessment of the core and foundation subjects can be found as an appendix to this policy.

External Assessments (Summative Assessment)

The school is obliged to undertake statutory assessments of children at different points in their school career: at the start and end of the Early Years Foundation Stage, KS1 Phonics Screening, Year 4 Multiplication Check as well as the

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end of KS2 Statutory Assessment Tests (SATs). The Assessment Leader will work with the SENCo and class teachers to ensure appropriate access to these assessments. All teachers will receive specific training around the statutory assessments provided by The Education People. <https://www.theeducationpeople.org/> The school aims to facilitate these assessments with minimal stress and impact on the children.

The current statutory tests take place in:

<u>Year group</u>	<u>Type of Statutory Assessment</u>	<u>Time of year</u>
EYFS	Early Years Baseline assessment	Term 1
	Early Learning Goals	Term 6
Year 1	Phonics Screen	Term 6
Year 2*	Phonics Re-screen (for those who did not meet the threshold in Year 1)	Term 6
Year 4	Multiplication times table check (MTC)	Term 6
Year 6	KS2 SATS	Term 5

*From September 2023, SATS at the end of KS1 are no longer statutory and are not reportable to the DfE. However, schools do have the option of running these tests informally, to help support teacher assessment. At The Discovery School, teachers will be using the Reading, Maths and Writing assessments to support their assessments.

The PESE Test

The school must facilitate the Procedures for Entry to Secondary Education (PESE) or 11+ (<https://www.kent.gov.uk/education-and-children/schools/school-places/kent-test>) as it is informally known. Here the School will provide parents with information about the nature of the assessments and will invigilate the assessments under the direction of KCC. Where a child underperforms in this assessment, the school may initiate a Headteacher's Appeal and if this is unsuccessful support the parents in a Parental Appeal. Maintained Schools are not allowed to tutor or prepare pupils for these tests.

Target Setting

At the beginning of each academic year, expectations will be set with teachers about each individual child's performance and performance of the class as a whole. The school will also set targets for performance in external assessment measures to ensure that high standards are maintained.

Tracking and Data Analysis

Teachers will enter data into the school's data management system (INSIGHT). This will enable teachers, subject and senior leaders to analyse performance of individuals and groups. The school values this opportunity to celebrate success and quickly identify any patterns of underachievement so they can be addressed. INSIGHT provides various useful data analysis tools for use at class and senior leadership level. Using data in this way provides the Headteacher

and Assessment Leader with opportunity for strategic analysis of school performance. This will then be shared with the School Governing Body at regular intervals across the year.

Moderation

The school values moderation as a tool for ensuring effective and accurate assessment. Teachers are expected to moderate expectations informally as part of shared planning. After the Easter and Summer assessment periods, the Assessment Leader will provide staff with opportunities for external moderation with partner schools from the collaboration (Kings Hill School, Mereworth Community Primary School and Ryarsh Primary School). Moderation of writing and the EYFS Profile is carried out using this approach. This aims to solidify judgements and teachers are expected to bring their highest and lowest child each side of the national expectations 'borderline.' The moderation process is evaluated by the Assessment and Subject leaders to ensure that it is an effective process.

In addition to this, once a year, children in KS1 and KS2 will take part in a national writing moderation using the platform No More Marking (<https://www.nomoremarking.com/?countryCode=GB>) This work will be moderated by both teachers in our school and other teachers in the country. This allows teachers to moderate children's writing against a national picture as well as without bias.

Teachers in Year 6 are expected by Kent County Council to attend a county wider writing moderation. This can take place both in school with 2 assessors or at a county event where moderation is carried out by other Year 6 teachers.

Working with parents

In line with DFE guidelines, Teachers will provide parents with school report at the end of each academic year. This will provide information on the child's achievements, strengths and areas for improvement. It will enable parents to clearly understand how their children are achieving in comparison to their peers/national expectations and their rates of progress. Where appropriate, it will include results of external assessments.

Parents will be invited to meet with the class teacher formally on two occasions per year, after each assessment period. This will provide both parties with an opportunity to discuss academic and social and emotional progress. Children are encouraged to attend these appointments with their parents so that next steps can be discussed. Teachers will discuss key achievements and areas of focus for the coming terms. Any additional support required to continue to achieve highly and make good progress will be discussed at this meeting.

Outside of these more formal arrangements, the school operates an open-door policy where parents may discuss their child's progress with teachers at any time. Parents are encouraged to approach the school with any concerns as soon as possible so that shared planning for appropriate support can be put in place.

References, government policies and websites noted and consulted for this policy:

- Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010.
- <https://www.insighttracking.com/>
- <https://www.theeducationpeople.org/>
- <https://www.nomoremarking.com/?countryCode=GB>
- <https://www.kent.gov.uk/education-and-children/schools/school-places/kent-test>
- <https://www.gov.uk/government/organisations/standards-and-testing-agency>

Key Roles and Responsibilities

At The Discovery School, assessment is overseen by the Assessment Leader who is the Deputy Headteacher. The Assessment Leader works closely and strategically with the Headteacher and subject leaders throughout the school. This is monitored by the Headteacher and Governing Body.

Key Person	Key Roles and Responsibilities
Class teachers	<ul style="list-style-type: none"> • Manage the day-to-day informal assessment of children in their class and use this information to target planning appropriately. • Provide regular feedback to the children and use this to further their learning. (See the Feedback and Marking Policy for more information on this) • Provide regular feedback to parents about the progress of their child’s learning. • Use assessment as a tool to identify underperformance and to target support to address this, as appropriate. • Seek the advice and direction of subject leaders / SENCo where assessment for learning has identified a need for additional support or intervention.
The Subject Leader	<ul style="list-style-type: none"> • Work with Assessment Leader to strategically manage assessment of/for learning in their subject including upholding assessment procedures, moderation, analysis and action planning. • Work with teachers to ensure accurate and effective assessment. • Work with teachers to quickly identify underachievement and action plan to address this. • Use data strategically to provide direction for the subject.
The Assessment Leader	<ul style="list-style-type: none"> • In conjunction with subject leaders, strategically lead assessment practice and procedures, in every respect, across the school. • In conjunction with class teachers and subject leaders, set all internal targets at pupil, subject and class level. • Facilitate pupil progress meetings, including supporting subject leaders in the tracking and monitoring of data in preparation for these meetings. • Manage the school’s system for pupil level data (INSIGHT), including input and analysis of data at each assessment point. • Work with the Headteacher to analyse whole school data and agree strategic ways forward with subject leaders. • Manage external assessments (e.g., SATS and PESE), including access arrangements, ordering materials, invigilation, parental information evenings, appeals and sharing of results. • Lead Assessment for Learning (AfL) in conjunction with subject leaders. • Ensure arrangements for reporting to parents and parent consultations. • Have a strategic understanding of external data measures (e.g., Analysing School Performance (ASP), Making Figures Speak, ISDR) and work with the Headteacher and SLT to analyse these.
Headteacher & Governing Body	<ul style="list-style-type: none"> • To strategically analyse internal and external data to evaluate the impact of the teaching and learning throughout the school. • Write a school impact plan that addresses this data analysis. • To support the Assessment and Subject Leaders in the implementation of this policy and assessment practice.

APPENDIX 1: Assessment tools used by teachers for both formative and summative assessment throughout the year.

Year Group	Phonics	Reading	Writing	Maths	SPaG (Spelling, Punctuation and Grammar)
EYFS	FTT Reading Assessments	FFT Reading Assessments	Moderation of writing internally and externally.	White Rose end of unit assessments.	Not applicable
Year 1	FTT Reading and Phonics Assessments Statutory Phonics Screening	FFT Reading Assessments	Moderation of writing internally and externally. No More Marking national writing project and assessment.	White Rose end of unit assessments.	
Year 2	FTT Reading and Phonics Assessments Statutory Phonic Screening retakes	FFT Reading Assessments Non-Statutory Reading SATs	Moderation of writing internally and externally. No More Marking national writing project and assessment.	White Rose end of unit assessments. Non-Statutory Maths SATs	Non-Statutory Spelling Paper SATs
Year 3	FTT Phonics Assessments	FFT Reading Assessments End of year reading comprehension paper	Moderation of writing internally and externally. No More Marking national writing project and assessment.	White Rose end of unit assessments. Purple Mash times table checker	
Year 4		FFT Reading Assessments Reading Plus Baseline and termly assessments. End of year reading comprehension paper	Moderation of writing internally and externally. No More Marking national writing project and assessment.	White Rose end of unit assessments. Purple Mash times table checker	
Year 5		FFT Reading Assessments Reading Plus Baseline and termly assessments. End of year reading comprehension paper (Moderation of writing internally and externally. No More Marking national writing project and assessment.	White Rose end of unit assessments.	
Year 6		FFT Reading Assessments Year 6 SATs Paper Reading Plus Baseline and termly assessments.	Moderation of writing internally and externally. No More Marking national writing project and assessment. County moderation.	Year 6 SATs Papers	Year 6 SATs Paper

