

Hanley St Luke's Church of England Academy

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Assessment Policy

<i>Date adopted</i>	<i>Spring 2024</i>
<i>Date reviewed</i>	<i>May 2026</i>
<i>Next review date</i>	<i>May 2027</i>
<i>Subject Leads</i>	<i>Leadership Team</i>
<i>Headteacher</i>	<i>Mrs Zoe Cooper</i>
<i>Governor/Committee (where applicable)</i>	<i>Mrs Julie Salisbury</i>

Our school is committed to nurturing a community built on strong Christian values, where every child is encouraged to grow both personally and academically. Through honesty, we promote truthfulness and trust; through courtesy and respect, we foster a culture of care and understanding; through kindness, we encourage compassion and forgiveness; and through perseverance, we inspire resilience and determination. Guided by these values and the teachings of Scripture, we aim to create a safe, supportive environment where all members of our school community can flourish and become thoughtful, responsible individuals.

Honesty

"You must be truthful with each other, because we are all part of the same body."

Ephesians 4:25

Courtesy

"Show proper respect to everyone, love others, honour God."

1 Peter 2:17

Kindness

"Be kind and compassionate to one another, forgiving each other, just as God forgave you."

Ephesians 4:32

Perseverance

"Let us not become tired of doing good. At the right time we will gather a harvest—if we don't give up."

Galatians 6:9

Respect

"In everything, do to others what you would want them to do to you."

Matthew 7:12

At Hanley St Luke's C of E Academy, our approach to careers education is rooted in our Christian vision inspired by *John 10:10*: "I have come that they may have life, and have it to the full." We believe that every child is uniquely created in the image of God, with individual gifts, talents and a purpose to fulfil. Our role is to nurture and develop these qualities so that all pupils can flourish and live life in all its fullness.

Through our careers provision, we aim to raise aspirations and help pupils recognise their God-given potential. We encourage children to explore how their skills and interests can be used to serve others and contribute positively to the wider community. By providing meaningful experiences, strong role models and an inclusive curriculum, we support every pupil to overcome barriers, build confidence and develop a sense of ambition for their future.

Our values-led approach ensures that pupils grow not only in knowledge and skills, but also as compassionate, responsible individuals who are prepared for the opportunities and challenges of the modern world. In doing so, we enable all children to aspire, achieve and thrive, living out our Christian vision in their future education, careers and lives.

Introduction

At Hanley St Luke's Academy, we understand that learning is a permanent change in the long-term memory over a period of time.

Assessment is not a singular activity but an ongoing process of gathering, analyzing and reflecting on evidence of learning produced by the children to make informed and consistent judgements in order to improve future learning.

Assessment strategies are not 'bolt-on' but are central to the promotion of effective learning and teaching in an ongoing way. Assessment of is the measurement of performance at a given point in time and takes place during lessons and at key assessment points.

Statement of Intent:

At Hanley St Luke's C of E Primary Academy, we believe that to facilitate high quality teaching and learning, a comprehensive assessment strategy is essential.

We recognise that our pupils all have different initial starting points and potential barriers to learning, so we aim to regularly assess their current knowledge and attainment to plan their next steps for learning and to identify achievements against pupils of the same age nationally.

The expectation is that all children work broadly at the same pace and level within their age related classroom settings, where teaching and learning is scaffolded or challenged as required through adaptive teaching.

In line with the National Curriculum we want our children to:

- Study fewer things in greater depth
- Be given more time to study at the right pace, to ensure deep, secure understanding of their learning
- Build and embed knowledge to fully understand key ideas, concepts and skills
- Be at the centre of assessment
- Be involved in their own assessment

Summative Assessments:

A whole school approach to assessing children's learning and their progress is based on end of Key Stage national curriculum expectations.

Children are judged to be either; pre key stage, working below the expected standard, working towards the expected standard, working at the expected standard or at greater depth. This is recorded as PKS, - year group, WTS, EXS or GDS. (See below for further information)

Mastery at each stage is encouraged, this allows pupils to demonstrate that they are fully understanding of the skills required at each stage.

Alongside the ongoing assessment in lessons, children at Hanley St Luke's will take part in summative assessments as below.

Mathematics in blue English in yellow Phonics in purple Additional in green

Year Group	Assessment Taken	Statutory Assessments
EYFS Reception	Subitising and number formation- ongoing Phonics tracker half termly Nursery baselines, GLD targets including writing termly	-The 2 year old check -Reception Baseline- October -The EYFS profile reporting on Good Level of Development
Year 1	White Rose Maths half termly and CLL Maths assessments half termly- alternating Reading and Writing Termly Phonics tracker half termly	Phonics Screening Check- June
Year 2	White Rose Maths half termly and CLL Maths assessments half termly- alternating Half termly arithmetic Reading and Writing Termly Phonics tracker half termly	Phonics Screening Check Retakes- June
Year 3	White Rose Maths half termly and CLL Maths assessments half termly- alternating Times Tables tracking termly- MTC Arbor Fortnightly arithmetic Reading and Writing Termly Phonics tracker half termly for those still requiring Phonics Screening retakes for those who did not pass in KS1	
Year 4	White Rose Maths half termly and CLL Maths assessments half termly- alternating Times Tables tracking fortnightly MTC Arbor termly Fortnightly arithmetic Reading and Writing Termly Phonics tracker half termly for those still requiring	Multiplication Tables Check- June
Year 5	White Rose Maths half termly and CLL Maths assessments half termly- alternating Times Tables tracking for those who did not pass Weekly arithmetic Reading and Writing Termly Phonics tracker half termly for those still requiring	
Year 6	White Rose Maths CLL and past SATs papers Daily/ Arithmetic weekly score Reading and Writing Termly Phonics tracker half termly for those still requiring	KS2 SATs -May Moderation if selected by LA

Data to be recorded on Arbor at each assessment point: end of autumn, end of spring, and end of summer terms. No more than three data drops recorded per academic year, including standardised scores (if test taken) and/or HSL's grade descriptors. Other assessments recorded in teacher's own records.

This data will then be used to formulate pupil progress questions which are shared with staff before meeting with SLT to discuss successes, progress, barriers to learning and any further support needed.

Staff will use the numbers below to support the grading of pupil performance according to the standardised scores and a teacher assessment judgement given.

Teachers complete data records that use teacher assessment and standardised scores to set projections and outcomes.

Below ARE	Working Towards	Expected	Exceeding ARE
Below 85	85- 95 inclusive	96-115 inclusive	116 and above

Most children take the test for their current year group, even if they are not working at that level to help identify gaps and give a picture of age related standards.

Under review with Trust re Arbor

Children may be recorded using these codes as:

PKS- Pre Key Stage

-3 3 years below current year group

-2 - 2 years below current year group

-1 - 1 year below current year group

WTS- Working Towards. Working on age related objectives but not yet secured all the learning.

EXS- Working at age related expectations

GDS- greater Depth. Exceeding age related expectations.

Roles and Responsibilities:

Legal framework

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)

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

DfE 'Primary accountability measures - update'

DfE 'What academies, free schools and colleges should publish online'

DfE 'What maintained schools must publish online'

STA 'Key stage 2 assessment and reporting arrangements (ARA)'

STA 'How to keep test materials secure'

STA 'How to report maladministration at key stage 1 and key stage 2'

STA 'Key stage 2: test administration guidance'

STA 'Multiplication tables check: administration guidance'

STA 'Phonics screening check: administration guidance'

The governing board is responsible for:

The overall monitoring of the implementation of this policy.

Ensuring that this policy does not discriminate against pupils, in accordance with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.

The headteacher and leaders are 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, MTC and the KS2 tests.
- Considering whether any pupils will need modified versions or adaptations of the phonics screening check or MTC and downloading them/ enabling them.
- Ensuring that the phonics screening check and MTC 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.

Test administrators are responsible for:

- Adhering to the provisions outlined in this policy and administration guidance.
- Reading and understanding all the relevant guidance, including, but not limited to, those identified in the 'Legal Framework' of this policy
- Reporting any attempts of cheating to the headteacher.
- Reporting any maladministration incidents to the headteacher.

- Understanding what equipment is permitted in each test and ensuring children have required access.
- Ensuring that all displays and prompts are covered as required.
- Ensuring that all time limits are adhered to.
- Understanding what assistance is / is not permitted in each test.
- Ensuring the security and safety of all test materials.

Test participation:

The headteacher's decision regarding test participation is final. Children may be disapplied if:

1. the pupil is working below the level of the tests (this is entered on the marksheet as a 'B')

Statutory Assessments

Reception Baseline:

The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception.

The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The assessment must be administered on a one-to-one basis by a practitioner who is known to the pupil. This does not need to be the class teacher; it could also be a reception teaching assistant or suitably qualified practitioner, such as an early years lead or Special Educational Needs Coordinator (SENCO).

DfE will use the data from the RBA to create school-level progress measures for primary schools, which will show the progress of pupils from reception until the end of key stage 2. Teachers should not use the assessment framework to guide teaching and learning. Schools should continue to follow the Early Years Foundation Stage (EYFS) until the end of the reception year.

Development Matters is referred to, which is non-statutory curriculum guidance for the EYFS, available to support providers in their delivery of the EYFS learning and development requirements.

Each practitioner administering the assessment must have their own named Baseline ePortal account. The school's Admin account must create these accounts and give them practitioner permissions. Practitioners can also be given admin permissions, if required.

Reporting to Parents: Schools should inform parents that they will be administering the RBA with all participating reception pupils. Schools have access to model privacy notices¹⁹ they can use as a basis for their own. You should share privacy notices with parents at the beginning of the school year. There is no legal requirement for schools to report RBA narrative statements to parents, although it may be helpful to use them as the basis of any feedback to parents. However, schools must share a pupil's RBA narrative statements with the child's parents if they request them.

The EYFS Profile:

The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'.

The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to year 1.

Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do. Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that teachers can provide effective support where needed. The EYFS Profile is not intended to be used for ongoing assessment or for entry-level assessment for early year's settings or reception classes. Schools should note that the ELGs are what is assessed in the final term of the year in which children turn 5 and should not be used as a curriculum. The EYFS framework requires the EYFS Profile assessment to be carried out in the final term of the year in which a child reaches age 5.

The EYFS Profile must be completed for each child and submitted to the local authority no later than 30 June 2024.

Purposes and main uses of the Profile Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. This helps to understand broadly what a child can do in relation to national expectations. The main purpose of the EYFS Profile assessment is to support a successful transition to year 1 by informing the professional dialogue between EYFS and year 1 teachers. It should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children.

The EYFS Profile is also used to inform parents and/or carers about their child's development. In addition, the EYFS Profile provides a national data set of children's learning and development at the end of the EYFS. The DfE uses EYFS Profile data to monitor changes in levels of children's learning and development both nationally and regionally, as data is published at local authority level, and to compare the development outcomes of different groups of children according to characteristics such as gender and eligibility for free school meals.

Y1 Phonics Screening Check:

All pupils who will reach the age of 6 before the end of the school year (Year 1) 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.

Pupils who will reach the age of 7 before the end of the school year (Year 2) 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. 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.

Where there is any uncertainty about whether a pupil has completed the check in Year 1, they will take the check in Year 2. 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. If a pupil has limited fluency in English, the headteacher will decide whether 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.

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. Pupils who are selectively mute will be unable to participate in the check if they do not give verbal responses in school. 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. 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 as 'D'

Children in year 2 who did not take, or did not pass in Y2 are required to take the test again at the end of year 2. This is reported to the LA.

At Hanley St Luke's we also apply this rule to year 3 children to inform internal records and measure progress for new starters, SEND and children new to English.

Y6 KS2 SATS:

Year 6 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. Pupils considered able to answer the easiest questions will be entered for the tests at KS2.

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. 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.

Rooms will be prepared for the tests, including:

- Removing or covering any displays or teaching materials that could assist pupils.
- Ensuring seating arrangements and groupings will allow all pupils to work quietly and independently.
- Ensuring pupils will not be distracted by other pupils or their digital devices.
- Ensuring pupils do not have anything on them which may provide them with an advantage during the check, e.g. pens, paper, calculators, mobile phones or smart watches.
- Ensuring sufficient space is provided to accommodate access arrangements.

The appointed test administrators will ensure that pupils have the appropriate equipment needed to complete the tests.

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.

Y4 Multiplication tables check (MTC):

The headteacher and/ or leaders 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.

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 pupils do not have anything on them which may provide them with an advantage during the check, e.g. pens, paper, calculators, mobile phones or smart watches.

• Ensuring sufficient space is provided to accommodate access arrangements. The appointed test administrators will ensure that pupils have the appropriate equipment needed to complete the check.

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.

Pupils in Year 4 will be entered into the check, unless the headteacher decides it would not be appropriate for the pupil to participate. Pupils will not participate in the MTC if:

- They are absent during the entire three-week check period.
- They are unable to participate, 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. 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. In order to accurately test the fluency of pupils' times tables, additional time will not be given to complete the MTC.

A 'Next' button between questions will be enabled if the standard three-second pause is insufficient. The on-screen number pad will be removed to suit individual pupils' needs.

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.

Input assistants will enter answers as dictated by the pupil. Input assistants will not be another pupil, a parent, guardian or relative. Third-party screen readers will not be used; however, a question reader function will be enabled to suit pupils' needs. An audible time alert will be enabled for pupils with visual impairments.

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. 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. The MTC will be introduced as consistently as possible, and the process will be explained clearly before the check is administered.

Assessment of Science, RE and Foundation Subjects

Formative and summative judgements are discussed by staff to inform end of year reports for parents/ carers and to pass on to the next year group staff for handover detail. Assessment of foundation subjects will evolve as the curriculum does.

Kahoot Quiz assessments are used to assess science and a grade- WTS, EXS or GDS for science is recorded at the end of each academic year.

Reporting and sharing information:

The details within this section are based on the philosophy of the school that values the contribution of parents to their child's continued learning.

- All classes provide information about what is to be taught and how in a yearly curriculum overview to enable parents and carers to become more involved in their children's learning.
- Information about the whole school approach to assessment and children's progress and attainment is shared at parent consultation meetings.
- Parents of pupils with learning and behaviour plans have additional meetings with staff to discuss plans, progress and

targets.

- A written report with current attainment, progress and targets is sent home annually.
- Results of Phonics screening, Y4 Multiplication check and KS2 SATs are shared with children and parents.
- Liaison transition meetings are held to ensure exchange of personal data, information and a smooth transition for children entering High School.
- Results of other assessments are shared with parents if requested, or as necessary.