



Thornhill Lees CE (VC) I & N School **Assessment Policy 2024**

'At Thornhill Lees we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.'

Aims

- To ensure assessment is an integral part of effective teaching
- To identify progress and achievements of individual children, cohorts and whole school performance
- To enable target setting for individual children, cohorts and the whole school
- To use assessment to:
 - indicate what a child has learned/can do
 - help to indicate why a child has not learned and/or is not making progress and to provide appropriate intervention
 - inform the next steps for a child or groups of children
 - inform the next stage of planning
 - contribute to an evaluation of the effectiveness of teaching
 - meet statutory requirements

Most assessment should be formative, to inform future teaching and learning, and should take place within the context of normal classroom activities.

This may involve:

- Observation
- Discussion
- Questioning
- Marking and giving feedback to children
- Examination of outcomes
- Summative activities
- Tests
- Pupil self assessment

Some assessment may also be summative, identifying a specific point in a child's development.

Links with Medium and Short Term Planning

Medium term broad learning objectives should be used to identify potential assessment targets. Short term specific learning objectives should be used as a basis for ongoing assessment and the evaluation of the quality of teaching and learning. Unplanned assessment opportunities will be occurring all the time and although the judgements made may not be formally recorded teachers and support staff will undoubtedly be absorbing this information. It will contribute to professional knowledge of what a child can do and understand.

Equally there will be times when assessment needs to be targeted.

Targeted Assessment

- Can provide summative information against pre agreed criteria.
- Can confirm judgements formed during classroom observations.
- Should be built in before the completions of a unit, allowing time for any necessary further teaching to take place.
- Should be non stressful and similar to usual classroom practice.

Early Years

We assess children within the first six weeks on entry and again at the end of each term in the setting.

We also identify pupil progress through the use of observations using 2 simple online learning journey. These observations are linked with Development Matters which measures progress in developmental ages and stages.

National Statutory Assessments

Nationally standardised assessments are used to:

- Provide information on how children are performing in comparison to children nationally.
- Provide parents with information on how the school is performing in comparison to schools nationally.

A range of nationally standardised summative assessments are used at Thornhill Lees in line with statutory requirements:

Year Group	Nationally Standardised Assessment
Reception	Reception Baseline Assessment (September)
Reception	Early Years Foundation Stage Profile Assessment (June)
Year 1	Phonics Check (June)

Assessment at the end of KS1

From 2024, there is no longer a statutory duty to complete the KS1 SATs or teacher assessment at the end of KS1. At our school, teachers will continue to assess children at the end of KS1 using informal classroom activities, and a breakdown of each child's stage of learning in reading, writing maths and science will be shared with both their parents and the school that they transition to in the summer term.

SEN pupils in KS1

For those children with SEN who are not able to access the expectations of the curriculum within their given year group, these children will be assessed using the P levels and the Pre-Key Stage Standards for Year 2 children. At Thornhill Lees we use the Lancashire PIVATs which breaks each P level into sub-sections thus enabling us to show the progress that individual children are making. A small number of children with SEND are assessed using SENIT.