



Parkroyal Community School

Assessment

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Assessment plays a crucial role in the educational landscape, providing valuable insights into pupil progress and achievement.

In England, assessment is multifaceted, encompassing formative, summative, and statutory approaches. Formative assessment, on the other hand, focuses on monitoring pupil progress during the learning process, offering feedback to inform teaching and learning strategies. Summative assessment evaluates pupil learning at the end of a unit or academic year, providing a measure of achievement. Statutory assessment refers to the assessments mandated by the government, such as Key Stage assessments.

Understanding these different forms of assessment is essential for educators to support pupil development effectively and drive educational outcomes.

1. Day-to-day in-school formative assessment

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with children and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

At Parkroyal, we believe that ability is not fixed and recognise the opportunity for all children to succeed if taught and assessed effectively. Accurate day-to-day formative assessment is a critical tool which enables teachers to ensure progress for all children.

Each child from Year 1 to Year 6 is assessed against the end-of-year expectations for their age-group in reading, writing and mathematics each term. This information is collated by the class teacher and is used to assess knowledge, skills and understanding, and to identify gaps and misconceptions.

Where necessary, children with Special Educational Needs (SEN) and/or disabilities are assessed using end-of-year expectations from another age-group to provide an appropriate level of challenge whilst remaining achievable. This is determined by the class teacher.

Examples of formative assessment include:

- Question and answer during class
- Feedback on children's work - both verbal and written

- Cold Task work
- Observational assessment
- Regular, short recap quizzes
- Sharing children's work under the visualiser or on photocopies

2. In-school summative assessment

At the end of each term, teachers use a range of evidence to finalise and upload each child's current attainment onto DCPro (our online tracking system). This evidence may be formative assessment based or found in children's independent work or formal tests.

Teachers may choose to create bespoke formal tests or use an external, commercial test. Such external tests will have been validated by the teacher, and will align with the school's assessment principles. The information provided by the test will be used to inform teacher assessment and support further teaching and learning. Tests with age standardisation may be used to support accuracy of teacher assessment.

Before they are finalised, each teacher will have the opportunity to moderate a sample of their teacher assessment judgements with other members of staff. Summative assessment judgements are submitted to DCPro towards the end of each term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

These termly teacher assessment judgements are shared with the Aspire Trust. Other data that is submitted termly includes phonics tracking (Rec/Y1) and timetables tracking (Y3/Y4).

Examples of summative assessment:

- End of term or year tests
- Optional National Curriculum teacher assessments at the end of Key Stage 1
- Short end of topic or unit tests – these are bespoke and focus on the content of the units previously taught
- Hot Task work
- Reviews for children with SEN and disabilities

3. Nationally standardised statutory assessment

The school follows and adheres to all Standards and Testing Agency guidance and requirements to ensure that we cover the statutory assessment requirements for our school. At key points through primary school, children are assessed against national expectations in formal, statutory assessments.

Nationally standardised statutory assessment:

- End of EYFS
- Phonics Screening Check in Year 1
- Year 4 Multiplication check
- National Curriculum tests at the end of Key Stage 2

EYFS assessment

The school ensures that all children in Reception are assessed using a baseline assessment within 4-6 weeks of starting school.

Throughout the rest of the year teachers use the Early Years Framework document to assess the children's developmental progression across the prime and specific areas of learning. This document helps to inform and support assessment judgements of a child's development in the prime areas, identify if there are any areas in which a child may be developing at a faster or slower pace than the expected level of progress for their age and inform and support the teacher's discussions with parents and other professionals (where relevant).

Observational assessment is recorded on *'Tapestry'* throughout each week by teachers and support staff. This ongoing, formative assessment is used when planning in conjunction with the Early Years Framework document. This formative assessment also informs personalised targets for each child which are communicated to parents.

Summative assessment judgements are made each term. These judgements are then analysed by members of the senior leadership team and form the basis for discussion and planning at the pupil progress meeting.

At the end of the year, teachers use their practitioner knowledge to assess each child's attainment against the Early Learning Goals.

Assessment across the year groups

Year group	In-school summative assessment	Nationally standardised statutory assessment
Reception		Baseline assessment (autumn term - or on arrival for in-year admissions) ELGs (Early Learning Goals) (summer term)
Year 1	Autumn, spring and summer term	Phonics Screening Check (summer term)

Year 2	Autumn, spring and summer term	Phonics Screening Check (summer term - for children who did not pass the PSC in Year 1)
Year 3	Autumn, spring and summer term	
Year 4	Autumn, spring and summer term	Multiplication Tables Check (summer term)
Year 5	Autumn, spring and summer term	
Year 6	Autumn and spring term	KS2 SATs tests (summer term) Teacher Assessments (summer term)