



Rationale for Assessment against the National Curriculum

We are a rights respecting school:

Article 28: (Right to education): All children have the right to a primary education.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest.

Please note: this rationale is to be read in conjunction with the Thameside Assessment Guidelines. The underpinning principles of assessment are clearly stated the assessment policy. The overriding principle of good assessment is:

Assessment (summative* and formative*) supports good teaching and learning

*(*See appendix 1 for definitions)*

Why assess?

- Assessment of pupil's knowledge, skills and understanding ensures that teachers know exactly what children can do and therefore what they need to be taught next. At this school summative assessment takes place at 4 points during the academic year. This data is then analysed by senior leaders and reported to governors three times a year at Assessment Points (APs) 2, 3 and 4.
- The purpose of this is to identify children at risk of underachievement.

How do we assess?

A baseline assessment gives practitioners the best start with getting to know the children and it gives the school the best starting point from which to demonstrate progress

- Children are assessed against the EYFS curriculum on entry to the Foundation Stage (baseline assessment)
- Children who join the school at other starting points are assessed on entry (see next bullet point)
- Teachers use a range of assessment techniques including conferencing, progress testing, Accelerated Reader quizzes, questioning and pupil voice to inform their judgement to support good teaching
- These judgements are recorded onto an electronic assessment tool (Sonar)
- This ongoing information is used to build a clear picture of each child's progress to support good learning
- Children will be assessed against the curriculum for their assigned year group

How is assessment reported?

- The following terms will be used when reporting assessment to parents, governors and external parties.
 - **below** (below age related expectations / below ARE)
 - **expected** (at age related expectations / at ARE)
 - **above** (above age related expectations / above ARE)
- Governors and external parties will receive reports of the percentage of pupils who are working below, at expected and above in each year group. This will include an analysis of groups eg, SEND (Special Educational Needs and Disabilities) and PPG (pupils in receipt of Pupil Premium Grant)

What is progress?

At Thameside, we believe that progress is:

Knowing more, remembering more, doing more and feeling more.

What is good progress?

- ***A child who is at the expected standard has made good progress if they gain the knowledge, skills and understanding expected of them each year, as defined in the national curriculum.***

Assessment Rationale 2024 -25

- At this school we aim to increase the percentage of pupils who are working at and above ARE, whilst reducing the percentage of pupils who are working below thus closing gaps in attainment and progress. This will demonstrate securely good progress over time. *The school will demonstrate outstanding progress when substantial proportions of pupils close the gap.*

Appendix 1

Formative assessment helps pupils identify their strengths and weaknesses and target areas for improvement. It also supports children to embed learning into their long term memories. Examples of formative assessment include:

- Is ongoing (day to day)
- Conference marking
- Questioning
- Quizzing
- Together Time in EYFS
- Rapid recall/reasoning lesson prequels
- Observations
- Feedback

Summative assessment shows where pupils are at a particular point in time and includes:

- End of year or progress tests
- Pupil progress meetings
- Foundation stage baseline
- Progress checkpoints in EYFS
- Progress checkpoints for Y1 & EYFS maths (for a sample of children)
- Phonics screening
- SEND reviews
- Optional SATS in Years 3-5
- National assessments at the end of Foundation Stage and Key Stage 2

KS1 Summative Assessment (End of Year 2)

Aim: Child friendly practical and written assessments to inform AP4 teacher assessment judgements (which are reported to parents) and planning/interventions for the summer term to ensure that our Year 2 children are KS2 ready.

At Thameside, we make the most effective use of assessment in KS1 to determine:

- How secure children are in Y1 content
- Whether they have a flexible and deep understanding of content from Y2
- Their preparedness for content in Y3.

Further reading

Thameside Assessment Guidelines

Thameside marking and feedback guidelines

[Assessment in KS1.pdf \(atm.org.uk\)](#)

S Greenaway, Sept 2024