



# EYNHAM COMMUNITY PRIMARY SCHOOL

## Assessment Policy

|                                               |                                                                                                      |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------|
| THIS POLICY WAS AGREED BY GVERNORS ON (DATE): | July 2024                                                                                            |
| REVIEW DATE:                                  | July 2026                                                                                            |
| CHAIR OF GOVERNORS:                           | <br>Peter Leonard |
| Headteacher:                                  | <br>Ginny Bayliss |

# Eynsham Community Primary School Assessment Policy

## Contents

|                                                         |           |
|---------------------------------------------------------|-----------|
| <b>1. Aims</b>                                          | <b>3</b>  |
| <b>2. Principles of assessment</b>                      | <b>3</b>  |
| <b>3. Assessment approaches</b>                         | <b>3</b>  |
| <b>4. Formative Assessment</b>                          | <b>3</b>  |
| <b>5. Summative assessment</b>                          | <b>4</b>  |
| <b>6. Inclusion</b>                                     | <b>4</b>  |
| <b>7. Early Years Foundation Stage Assessment</b>       | <b>5</b>  |
| <b>8. Progress check at age two</b>                     | <b>6</b>  |
| <b>9. Reception Baseline Assessment (RBA)</b>           | <b>6</b>  |
| <b>10. Early Years Foundation Stage Profile (EYFSP)</b> | <b>6</b>  |
| <b>11. National standardised assessments</b>            | <b>7</b>  |
| <b>12. Roles and Responsibilities</b>                   | <b>7</b>  |
| <b>13. Assessing English and Maths</b>                  | <b>8</b>  |
| Writing                                                 | 8         |
| Reading:                                                | 8         |
| Phonics:                                                | 9         |
| Maths:                                                  | 9         |
| <b>14. Assessment in Non-Core Subjects</b>              | <b>10</b> |
| Science                                                 | 10        |
| Geography and History                                   | 11        |
| RE                                                      | 12        |
| P.E                                                     | 12        |
| MFL                                                     | 13        |
| Art and DT                                              | 13        |
| PSHE                                                    | 14        |
| Computing                                               | 14        |
| Music                                                   | 15        |

# Eynsham Community Primary School Assessment Policy

## **1. Aims**

This policy aims to:

- Provide clear guidelines on our school's approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

## **2. Principles of assessment**

We aim that these principles ensure that:

- Assessment, and appropriate use of the curriculum and the KCV's is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High-quality, in-depth teaching is supported and informed by high quality formative assessment. (ongoing assessment)
- The school vision of values of 'Everyone soaring to success' is promoted and emphasised, where children are given the opportunity to succeed if taught and assessed effectively.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information, which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Assessment is inclusive of all abilities, and appropriate assessment is put in place for all children.
- Assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.

## **3. Assessment approaches**

At Eynsham Community Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

## **4. Formative Assessment**

- Through ongoing assessments for example:
- Through targeted questioning and mini plenaries throughout the lesson.

# Eynsham Community Primary School Assessment Policy

- Knowledge/skills retrieval tasks.
- Marking of pupils' work and their responses.
- Live Marking and instant verbal feedback.
- Observational assessment during group or whole class teaching.
- Extended unaided writing opportunities.
- Peer and self-assessment opportunities.

## **5. Summative assessment**

- Baseline assessment in order to measure progress from entry at EYFS to Year 6.
- Summative judgements.
- Progression tests e.g. PiXL, PIRA/PUMA.
- Reviews of Pupil Profiles for pupils with SEN and disabilities.
- Nationally standardised summative assessment.

Summative data points occur three times a year towards the end of each long term.

For years EYFS-6, we use Sonar. For each core subject (or Prime/Specific area of learning), teachers will compare pupils' performance to the expectations of their year group. Teachers will assess whether a pupil is Below (Working Towards), Just At (Expected), Securely At (Expected) or Above (Greater Depth within) the standard.

Moderation meetings take place, within and between schools, and twice a year, for writing, across the EPA. These involve book looks and discussion of judgements.

After each assessment point, teachers meet with a member of the SLt for Pupil Progress Meetings, to monitor progress and achievement and to agree next steps and targets.

Teachers meet with parents formally on two occasions throughout the year, to discuss pupils' progress in their learning. End of year statutory reports are provided which describe attainment, progress and the pupil's attitude to their learning, their effort and next steps.

## **6. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

# Eynsham Community Primary School Assessment Policy

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

## **7. Early Years Foundation Stage Assessment**

At Eynsham Community Primary School we place the individual child at the centre of our planning in the Early Years.

Observation and on-going formative assessment is at the heart of effective early years practice. We achieve this through:

- Observing children as they act and interact in their play
- Child initiated activities and planned activities
- Learning about what the child does at home (having strong relationships at home)
- Observing what children can do
- Supporting the child to strengthen and deepen their current learning and development
- Considering the individual needs, interests, and stage of development of each child in our care.

We use Tapestry to capture and record many of our observations in school which are shared with parents. Parents are welcomed to upload and share learning taking place at home on Tapestry. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

We record each child's level of development at intervals throughout the year to ensure children are on track to meet the Early Learning Goals from 2 until 5 years old. Tracking grids (via Sonar) in the Prime and Specific areas as well as phonics are updated at the end of each half-term. We follow the EPA snapshots to ensure consistent assessments through the Foundation Stage.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

# Eynsham Community Primary School Assessment Policy

## **8. Progress check at age two**

This progress check will identify children's strengths and any areas where their progress is less than expected.

If there are any significant emerging concerns, or a child is identified with SEND, the school will work with parents and relevant professionals to develop a targeted plan to support the child's future learning and development.

The written summary provided to parents will highlight:

- Areas in which the child is progressing well.
- Areas in which some additional support might be needed.
- Areas where there is a concern that a child may have a developmental delay.
- The activities and strategies the school intends to adopt to address any issues or concerns.

The school will encourage parents to share information from the progress check with other relevant professionals, e.g. health visitors.

If a child moves to a new provider between the ages of two and three, the setting where they have spent the most time will complete the progress check.

## **9. Reception Baseline Assessment (RBA)**

Within the first six weeks of children starting school, staff will conduct the RBA.

The RBA:

- Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

When carrying out assessment and reporting functions, the school will administer the RBA in compliance with the provisions outlined within both the 'Reception baseline assessment and reporting arrangements (ARA)' document.

After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment – the school will use these to inform their teaching approaches.

## **10. Early Years Foundation Stage Profile (EYFSP)**

To summarise and describe children's learning and development at the end of the EYFS the school must complete an EYFSP for each child.

# Eynsham Community Primary School Assessment Policy

This assessment will take place in the summer term of the academic year when a child reaches 5 years old.

The children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected) or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and carers. The results of the profile are then shared with parents and carers. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements.

## **11. National standardised assessments**

These will be used to provide information on how children are performing in comparison to children nationally. Nationally standardised summative assessment enables SLT to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs - non-statutory)
- Year 4 Multiplication Table Checks
- End of KS2 (Year 6 SATs)

The outcomes of these assessments are reported to parents at the end of the academic year.

## **12. Roles and Responsibilities**

### **Assessment Leader:**

- Ensure that teachers are informed about the expectations regarding the collection of data.
- Work alongside teachers and middle leaders to complete end of year data returns for EYFS, KS1, Year 1 Phonics and KS2 and submit them to the local authority.
- Manage Sonar for teachers and Governors
- Ensure pupils are tracked carefully so they are making progress across the year.

### **Governing Body:**

- Hold the Headteacher and Senior Leadership Team (SLT) to account for attainment and progress of pupils in the school.
- Ensure strengths are recognised and areas for development are identified and addressed.

# Eynsham Community Primary School Assessment Policy

## **Headteacher and SLT:**

- Members of teaching staff are accountable for pupil attainment and progress through the monitoring of assessment data and performance management targets.
- Support teachers in making assessment judgements by holding termly moderation meetings,

## **Subject Leaders:**

- Track progression and attainment in their subject at least termly, to ascertain coverage, impact and any gaps in learning

## **Teachers:**

- Carry out regular, accurate assessment of pupils (recording this on Sonar).
- Provide high quality feedback and use assessment information to inform planning
- Ensuring statutory assessments at the end of EYFS, KS1 and KS2 are met as well as Y1 phonics.
- Carry out reviews for pupils with SEND.
- Attend termly pupil progress meetings with SLT/middle leaders.
- Write end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

## **13. Assessing English and Maths**

### Writing

Teachers will continually assess pupils' writing via marking, observation and questioning, adapting planning to ensure identified gaps are taught and assessed.

All teachers will formally assess writing three times per year. The English subject lead will ensure moderation takes place, so all staff are secure in their assessment of writing. The EPA English lead (also a Local Authority-trained Moderator) visits the school at least twice a year to support teacher judgements and advise on steps for development.

Summative data is uploaded to Sonar at three assessment points.

### Reading:

Reading skills are taught every week in every class and teachers promote reading for pleasure. Teachers will continually assess pupils' outcomes via formative assessment as described above. Pupils are tested using PIRA/ PiXL assessments in the autumn, spring and summer term.

At the end of year 2 and 6 all pupils take the SATs tests in Reading.

Summative data is recorded three times a year on Sonar, in order to measure attainment and progress, each term.

# Eynsham Community Primary School Assessment Policy

## Phonics:

The national phonics screening check is taken individually by all children in Year 1 in England and is undertaken in June.

Pupils in Y1 are base-lined against the screening check in early September, and EYFS are base-lined using the 40+ graphemes.

Children who do not pass the phonics screening check in year 1 will be rescreened at the end of Year 2.

## Maths:

Maths is taught daily with a Teaching for Mastery approach. Teachers will continually assess pupils' outcomes via formative assessment as described above. Pupils are tested using PUMA/ PiXL assessments in the autumn, spring and summer term.

At the end of year 2 and 6 all pupils take the SATs tests in Maths.

At the end of each Assessment Point in Years 1, 2, 3 and 5, children will be assessed in their fluency skills of the four operations where appropriate.

Summative data is recorded three times a year on Sonar, in order to measure attainment and progress each term.

At the end of year 2 and 6 all pupils take the national SATs tests in Maths and are graded accordingly.

At the end of Year 4, pupils take the national Multiplication Tables Check.

# Eynsham Community Primary School Assessment Policy

## 14. Assessment in Non-Core Subjects

### Science

Summative assessment is recorded each term on *Sonar*. To form these final judgments teachers will:

- Every lesson begins with a review of previous learning, using regular low stakes quizzes, concept cartoons, PNI etc. to revise and recall key scientific knowledge from previous learning intentions.
- Use Key Concept Questions to elicit understanding from a scientific unit. Teachers will introduce these questions within lessons or as Green to Grows for children to demonstrate their understanding.
- Will tick statements from the KCVs to assess every child in their class. One tick signifies whether a child is 'working towards'. Two ticks show that a child is 'AT age related expectations,' and three ticks highlight that a child is 'Greater Depth.'

Provide an end of year formal assessment that contains a range of questions from previous scientific units. Here, children will demonstrate how much scientific knowledge they have retained over the course of the year.



Odd One Out!

Quick Quiz!

- What is darkness?
- What is a light source?
- Name a man-made light source?
- How are we able to see things?
- How does light travel?



# Eynsham Community Primary School Assessment Policy

## Geography and History

Summative assessment is recorded each term on *Sonar*. To form these final judgments teachers will:

- Every lesson begins with a review of previous learning. For example, this can be the use of a low stakes quiz, recap of a geographical skill or analysis of an artefact to revise and recall key historical and geographical knowledge from previous learning intentions.
- Provide an end of year history and geography assessment to demonstrate how much historical and geographical knowledge they have retained over the course of the year.
- Use Key Concept Questions to elicit understanding from a history or geography unit. Teachers will introduce these questions within lessons or as Green to Grows for children to demonstrate their understanding.
- Use GD portfolios to support and inform their judgements.

**YEAR 3 Stone to Iron age**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                       |          |         |       |            |       |            |          |           |          |           |         |                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------|---------|-------|------------|-------|------------|----------|-----------|----------|-----------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>PRICER LEARNING</b></p> <p>Discuss how land can be used for different things both in their local area and in distant places. An understanding of how places can change (e.g. land use, human factors). How sources can help us understand more about events from the past. A basic understanding of chronology. Developments in technology and how they have made an impact on everyday life and travel.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>HIGH FREQUENCY VOCABULARY</b></p> <table border="1"> <tr> <td>Europe</td> <td>Land use</td> <td>Trading</td> </tr> <tr> <td>Atlas</td> <td>Settlement</td> <td>Tools</td> </tr> <tr> <td>Continents</td> <td>Palatial</td> <td>Stone Age</td> </tr> <tr> <td>Iron Age</td> <td>Artifacts</td> <td>Farmers</td> </tr> </table> <p>By the end of the term children will have gained the following Geography knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Explaining how Britain became an island after the ice age.</li> <li>• Discuss the environment during the Stone Age and how the land was used (farming with stone tools) in comparison to the Iron Age.</li> <li>• Understand how the map of Europe has changed over time (input of countries, capitals).</li> </ul> | Europe                                                                                | Land use | Trading | Atlas | Settlement | Tools | Continents | Palatial | Stone Age | Iron Age | Artifacts | Farmers | <p><b>SOCIAL</b><br/>Working collaboratively when sharing resources and knowledge in research.</p> <p><b>MORAL</b><br/>Discuss our responsibilities in relation to climate change.</p> <p><b>CULTURAL</b><br/>Discuss how cultures have changed over time and what is similar.</p> <p><b>SMSC LINKS</b></p> |
| Europe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Land use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Trading                                                                               |          |         |       |            |       |            |          |           |          |           |         |                                                                                                                                                                                                                                                                                                             |
| Atlas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Settlement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Tools                                                                                 |          |         |       |            |       |            |          |           |          |           |         |                                                                                                                                                                                                                                                                                                             |
| Continents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Palatial                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Stone Age                                                                             |          |         |       |            |       |            |          |           |          |           |         |                                                                                                                                                                                                                                                                                                             |
| Iron Age                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Artifacts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Farmers                                                                               |          |         |       |            |       |            |          |           |          |           |         |                                                                                                                                                                                                                                                                                                             |
| <p><b>KEY KNOWLEDGE &amp; SKILLS</b></p> <p>By the end of the term children will have gained the following history knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Understand where the Stone age, Bronze age and Iron age fit in history.</li> <li>• How early hunter gatherers evolved to settled farming communities.</li> <li>• How settlements developed into hillforts in the Iron age.</li> <li>• The significance of settlement ruins such as Stonehenge and Skara Brae and how they help us learn about the past.</li> <li>• How discovery of new materials impacted life through the different ages - for example housing.</li> <li>• Significant local sites including the Rollright Stones (Neolithic and Bronze Age), the White Horse at Uffington (Bronze Age), and Uffington hill fort (Iron Age).</li> <li>• Why current archaeology discoveries still helps us learn about the past.</li> </ul> | <p><b>KEY CONCEPT QUESTIONS</b></p> <p>Why is land use different now, to in the Stone and Iron age?</p> <p>When was it better to live, the Stone age, Bronze age, or Iron age?</p> <p>How do we learn about history before written records?</p> <p>Why are local recent archaeological discoveries significant to our understanding of settlements from the Ages?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |          |         |       |            |       |            |          |           |          |           |         |                                                                                                                                                                                                                                                                                                             |

## Quick quiz!



- Who was the Roman general who successfully invaded Britain?
- What is the capital of Italy?
- What was the name of the crazy emperor who made his horse a consul?
- What was the name of the first human being?
- Name 1 difference between people who lived in the Paleolithic Era and Neolithic Era.
- What is the name of a Roman sword?

# Eynsham Community Primary School Assessment Policy

| <u>RE</u>  | <p>Each unit of work has an assessment piece during lesson 5 which has descriptors to use to make a best fit judgement. Teachers will also use:</p> <ul style="list-style-type: none"><li>● Regular low stakes quizzes</li><li>● Key Concept Questions - Green to Grows/Input</li><li>● Teacher assessment - Using KCVs</li><li>● Summative on Sonar every Assessment Point</li><li>● High level questioning.</li><li>● Use of GD portfolios</li></ul> <table><thead><tr><th></th><th>Descriptors</th><th>Exemplars</th></tr></thead><tbody><tr><td>WT</td><td>I can say what I mean by living a good life</td><td>Living a good life means being kind</td></tr><tr><td>&lt;</td><td>I can say which actions I think Muslims do which are good</td><td>I think being honest is good</td></tr><tr><td></td><td>I can say why I have chosen an action as the best way</td><td>People don't like it when other people lie</td></tr></tbody></table> |                                            | Descriptors | Exemplars | WT | I can say what I mean by living a good life | Living a good life means being kind | < | I can say which actions I think Muslims do which are good | I think being honest is good |  | I can say why I have chosen an action as the best way | People don't like it when other people lie |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------|-----------|----|---------------------------------------------|-------------------------------------|---|-----------------------------------------------------------|------------------------------|--|-------------------------------------------------------|--------------------------------------------|
|            | Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Exemplars                                  |             |           |    |                                             |                                     |   |                                                           |                              |  |                                                       |                                            |
| WT         | I can say what I mean by living a good life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Living a good life means being kind        |             |           |    |                                             |                                     |   |                                                           |                              |  |                                                       |                                            |
| <          | I can say which actions I think Muslims do which are good                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | I think being honest is good               |             |           |    |                                             |                                     |   |                                                           |                              |  |                                                       |                                            |
|            | I can say why I have chosen an action as the best way                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | People don't like it when other people lie |             |           |    |                                             |                                     |   |                                                           |                              |  |                                                       |                                            |
| <u>P.E</u> | <ul style="list-style-type: none"><li>● Prior learning of skills</li><li>● Get Set Questions throughout lessons</li><li>● Teacher Judgement based on breakdown of skills throughout the unit.</li></ul> <p>KCV questions and assessment framework on Get Set for PE</p> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                            |             |           |    |                                             |                                     |   |                                                           |                              |  |                                                       |                                            |

# Eynsham Community Primary School Assessment Policy

## MFL

Summative assessment is recorded each term on *Sonar*. To form these final judgments teachers will:

- Use *Language Angels* end of unit assessments to form final judgments. These assessments test a child's ability to listen, read and write in a foreign language. *See below.*

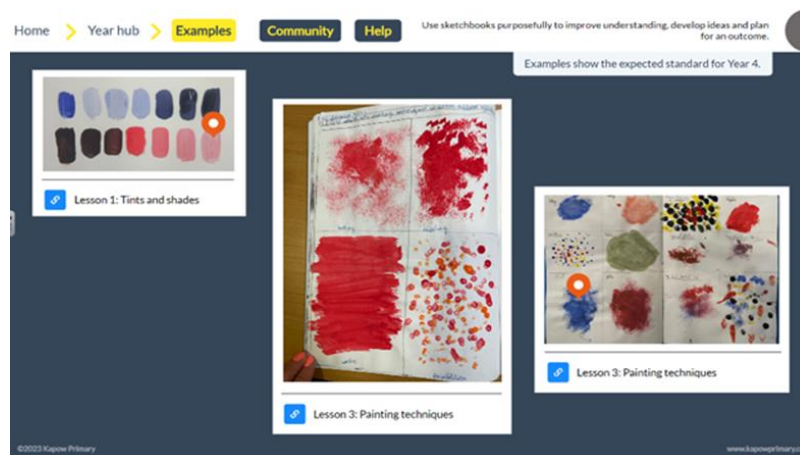
Will use the guidance and judgement of an external EPA language teacher to formulate end of term judgements.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                  |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------|-----------------------|----------|-----------------------|---------|-----------------------|------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|----|----------------------|
| <p><b>Speaking Exercise</b></p> <p>Can you say any of the following in Spanish?</p> <p>My name is _____.</p> <p>I am good.</p> <p>I am bad.</p> <p>I am so, so.</p> <p>Hello, how are you?</p>                                                                                                                                                                                                                                                                                 | <p><b>Listening Exercise</b></p> <p>From the PowerPoint slide write the five different numbers between 1 and 10 you hear spoken.</p> <div style="display: flex; justify-content: space-around;"> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| <p><b>Reading Exercise</b></p> <p>Can you draw a line from <u>any</u> of the following words to the correct colour?</p> <table style="width: 100%;"> <tbody> <tr> <td>rojo</td> <td><input type="radio"/></td> </tr> <tr> <td>verde</td> <td><input type="radio"/></td> </tr> <tr> <td>amarillo</td> <td><input type="radio"/></td> </tr> <tr> <td>naranja</td> <td><input type="radio"/></td> </tr> <tr> <td>azul</td> <td><input type="radio"/></td> </tr> </tbody> </table> | rojo                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | verde | <input type="radio"/> | amarillo | <input type="radio"/> | naranja | <input type="radio"/> | azul | <input type="radio"/> | <p><b>Writing Exercise</b></p> <p>Can you write any of the following five numbers in Spanish?</p> <table style="width: 100%;"> <tbody> <tr> <td>1</td> <td><input type="text"/></td> </tr> <tr> <td>3</td> <td><input type="text"/></td> </tr> <tr> <td>5</td> <td><input type="text"/></td> </tr> <tr> <td>7</td> <td><input type="text"/></td> </tr> <tr> <td>10</td> <td><input type="text"/></td> </tr> </tbody> </table> | 1 | <input type="text"/> | 3 | <input type="text"/> | 5 | <input type="text"/> | 7 | <input type="text"/> | 10 | <input type="text"/> |
| rojo                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/>                                                                                                                                                                                                                                                                                            |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| verde                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/>                                                                                                                                                                                                                                                                                            |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| amarillo                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/>                                                                                                                                                                                                                                                                                            |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| naranja                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/>                                                                                                                                                                                                                                                                                            |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| azul                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/>                                                                                                                                                                                                                                                                                            |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="text"/>                                                                                                                                                                                                                                                                                             |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="text"/>                                                                                                                                                                                                                                                                                             |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="text"/>                                                                                                                                                                                                                                                                                             |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="text"/>                                                                                                                                                                                                                                                                                             |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="text"/>                                                                                                                                                                                                                                                                                             |                       |       |                       |          |                       |         |                       |      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                      |   |                      |   |                      |   |                      |    |                      |

## Art and DT

Summative assessment is recorded each term on *Sonar*. To form these final judgments teachers will:

- Use the assessment resources provided from the *Kapow* scheme. This includes a bank of visual, pre-assessed examples for comparative assessment. *See Below.*
- Will use GD portfolios to support and inform their judgements. These portfolios are moderated judgments that have been agreed by EPA staff.



# Eynsham Community Primary School Assessment Policy

## PSHE

Summative assessment is recorded each term on *Sonar*. To form these final judgments teachers will:

- Form teacher assessments based on verbal responses and knowledge that has been demonstrated in the classroom with classroom discussion and within PSHE books.
- *Jigsaw* provides example statements and exemplars to aid teacher assessment. *See below*.

Ages 7-8

Jigsaw Summative Assessment: Tracking Pupil Progress

| Child's name                              | Assessment Date | Working towards                                                                                                                                                                              | Working at                                                                                                                                                                                                                                                                                                                     | Working beyond                                                                                                                                                                                                                                                                                                                                                                         | Teacher comments |
|-------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Puzzle 4</b><br>Being Me in My World   |                 | I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.<br><br>I can give you some examples of how to work/play well with others. | I can explain how my behaviour can affect how others feel and behave.<br><br>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.                                                                                             | I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.<br><br>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.                |                  |
| <b>Puzzle 2</b><br>Celebrating Difference |                 | I can tell you about a conflict that I have witnessed or been involved with.<br><br>I can tell you how a conflict that I have seen or been involved with made me feel.                       | I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.<br><br>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve it Together or asking for help. | I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.<br><br>I can explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. I can suggest ways that I might act in these situations. |                  |

## Computing

Summative assessment is recorded each term on *Sonar*. To form these final judgments teachers will:

- Provide a quiz at the beginning and end of each unit to determine whether pupils have made progress across a unit.
- Will set activities on *Google Classroom* which will provide opportunities for children to showcase their learning. Teachers will then assess based on outcomes demonstrated seen in the lesson.
- Will use GD portfolios to support and inform their judgements.

### Year 4 - Autumn 1 - The Internet



|  |                                             |                     |
|--|---------------------------------------------|---------------------|
|  | Computing - Lesson 6 - Can you trust the... | Posted Oct 17, 2023 |
|  | Computing Lesson 5 - Who Owns the Web?      | Posted Oct 17, 2023 |
|  | Computing - Lesson 4 - What is a website?   | Posted Oct 17, 2023 |
|  | Computing - Lesson 3 - The Internet         | Edited 3:33 PM      |
|  | Computing - Lesson 2 - The internet         | Posted Sep 28, 2023 |
|  | Computing Lesson 1 - The internet           | Due Sep 29, 2023    |

# Eynsham Community Primary School Assessment Policy

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Music</u> | <p>Our music curriculum can be constantly monitored through both formative and summative assessment opportunities. There will be an opportunity during each lesson for teachers to assess pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning.</p> <p>The knowledge organisers, which have been developed to support each unit, contain <i>key concept questions</i> which can also be used for assessment purposes.</p> <p>In year 3 and year 5 a professional from the music service makes judgements based on the children's attainment in</p> <div data-bbox="647 734 1169 1126">The logo for Kapow Primary, featuring the word 'Kapow' in a large, white, stylized script font, with 'Primary' in a smaller, white, sans-serif font below it, all set against a solid blue square background.</div> |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|