

# ***YENTON PRIMARY SCHOOL***

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## **ASSESSMENT**

## **POLICY**

### **Recording and Reporting**

This following policies work in conjunction with this assessment policy:

- Marking/ Afl policy
- English and Maths Policies
- Intervention programme Policy
  - Pupil Premium
  - SEND Policy

Reviewed by Staff:	January 2018
Governors Ratification Date:	January 2018
Next Review Date:	January 2019

## **The Schools Purpose and Principles of Assessment**

Effective assessment complements and assists teaching and learning for **all** children. It is an integral part of the new National Curriculum Statutory procedures (2014). This policy outlines the governance, management and evaluation of assessment within school and is regularly reviewed and updated.

### **In our school we believe that:**

- Assessment is an integral part of the teaching and learning process.
- Assessment is a teaching tool for enhancing teaching and learning.
- Assessment takes account of personal, social, physical and intellectual development.
- Effective assessment is on-going, and forms part of the teacher's planning, preparation, delivery and evaluation of lessons, units of work and topics.
- Assessment leads to excellence, enjoyment, motivation, independence and self-esteem in all areas of learning.
- Assessment enables our children to demonstrate what they know, understand and can do in their work. We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.
- Assessment helps our children recognise the standards to aim for, and to understand what they need to do to improve their work.
- Assessment allows us to provide regular information to parents that enables them to support their child's learning.
- Assessment provides the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is an integral part of teaching and learning and helps us to measure the attainment and progress **inclusive of all abilities** in our school. This policy clearly outlines what assessments are being used, what the school intends to achieve from the assessments and how the assessment is used.

Assessment should be considered at the planning stage in order to ensure that learning is matched to all children's needs. It is part of a continuous cycle:

- **Formative** - Assessment *for* Learning involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close gaps in their learning). (close up/day-to-day).
- **Summative** – Assessment *of* Learning provides a snap-shot in time of a child's achievement and to sum up attainment and progress over time (periodic)

## Formative Assessment at Yenton Primary School – Assessment for Learning (Day-to –Day)

Teachers need to have the following knowledge in order to give children the opportunity to attain their full potential:

- *What can the children currently do?*
- *What do they need to do next?*
- *What do they have to learn to get there?*
- *How will they learn what they need and through what styles or methods?*
- *What do the children understand about where they need to go and how to get there?*

Assessment for Learning is all about answering the above 5 questions. This policy will below set out how this is to be accomplished through the practices currently in school.

## Assessments in Reading, Writing and Maths – including the school pupil tracking online system (SPTO).

These are assessments of pupils’ performance against national standards. Teachers may make these judgements at the end of a unit of work, half term, term, year or at the end of a key stage. These will include:

Assessments	When?	Assessments will be completed by...	What is the purpose for this testing	Who will administer the tests?
Baseline - learning and development requirements of the Early Years Foundation Stage in three areas of learning: communication and language, literacy, and numeracy. There may be additional areas of learning at the discretion of the individual scheme providers. All ELGs to be baselined to check progress.	Within the first five weeks.	All EYFS children	To assess the attainment of pupils as they enter the school but also to be used to track progress that they make within a school. To use to ensure Teaching and Learning is provided at the correct level through observations.	Early Years Teachers/ Teaching Assistants (observations NOT tests). Folder to be kept by teachers.
Baseline on Reading, Writing and Maths – ARE to be tracked on entry	As soon as a child starts the school	All children throughout the school on entry to the school EYFS-Yr6	To get an accurate and up to date assessment of each child on entry to ensure Teaching and Learning is provided at the correct level. To ensure we have up to date assessments on entry to track mobility across the school and clear starting points for the children to track progress.	Class Teacher for where the child is starting in the school and update on the School Assessment system
EYFS half termly teacher judgements	October, December, April June and July.	All EYFS children	Track progress for intervention against local and national standards.  Teachers to track half termly % of children starting to achieve ELGs in Reading, Writing and Maths.	Early Years Teacher/ teaching assistants
EYFS profile - GLD	End of reception	All EYFS children	To identify progress from on entry to end of reception. To check good level of GLD.	Class teachers
Phonic Tests/Screening	Every half term including Autumn 1 baseline.	Yr 1 children  Yr2 children re-sitting paper and any new starters.  Y3-Y6 – children who have not met the Y1 phonics screening standard or in the Y2 resit to continue phonics.	To confirm that all children have learned phonic decoding to an age-appropriate standard.  Children who have not met the phonics screening standard level will receive extra support from the school to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check in school only.	Phonics Leader  Teachers who have completed the Phonic Training to administer tests (Year 1 teachers)  KS2 teacher to deliver phonics screening.
AFL – ongoing assessments – Books to include cold and hot tasks to show progress.  Updating SPTO short term data – for Reading, Writing and Maths.	Ongoing assessments of children’s achievements  Every half term.	EYFS-Yr6  Assessments on all children throughout the year.	To ensure all children are monitored in Reading, Writing and Maths and aiming to achieve Age Related Expectations/Greater Depth. Any child falling below ARE will be monitored and put into interventions/catch up sessions in order to close the gap.  This will also be used by the English and Maths	Class Teachers – to record achievements in the back of Reading, Writing and Maths exercise books.  Teaching Assistants

			Leaders to track coverage of the curriculum and to identify gaps in learning across the school. It will also allow overall school data to be analysed within these subject areas and during moderation.  Assessment Leader will be able to analyse whole school data identifying trends and focus groups across the school and action each of these areas with SLT. These will also inform Pupil Progress Meetings	to record achievements on own assessments sheets.  English, Maths and Assessment Leads to track.
Maths Assessments - to assess children working at Age Related Expectations/Greater Depth.	Every term	All children – Yr1 - Yr6	The assessments are used to show Age related expectations for the end of each half term. They assess all areas of the curriculum covered to check children have retained and can apply their learning. Teachers will analyse and use these to close gaps in learning for individuals and whole class through appropriate interventions.	Class Teachers/ Teaching Assistants
10 minute Arithmetic skills check	At the beginning (baseline) and end of each half term	All children – Yr1-Yr6	The teachers will baseline new Age related expectations for Arithmetic in all Year groups and then at the end of each half term. These will be used to monitor and track progress of skills. These will also be used to inform teaching in order to close the gaps.	Class Teachers.  Maths leads.
Rockstars – Multiplication and Division check  Year 1 = number facts/bonds to 10/20(+/-)  Year 2 = 2, 5 and 10 (x and ÷)  Year 3 = 2,3,4,5, 8, 10 (x and ÷)  Year 4, 5 and 6 = All times tables and division facts.	At the end of each half term	All children –Yr1 – Yr6	Teachers are to set a multiplication/division check at the end of each half term to check children are on track to achieving key skills. Teachers will use these results to monitor and track progress for reach child and set appropriate interventions as and when required.  Results are then collected and monitored by Maths Lead.	Class Teachers/ Teaching Assistants  Maths Leads
Writing Assessments – achievements recorded in the back of the English books at the end of each unit of work (approximately every 3 weeks).	Twice every half term	All children – EYFS – Yr6 EYFS to start Aut2	To track and monitor children’s writing focusing on age related expectations and identifying gaps in learning within own class. Teachers to set individual targets – children will aim to achieve these through the unit of work. The targets will be used to inform future planning.	Class Teachers.  English leads to review
Spelling checks  Statutory Spelling checks	Weekly  At the start (baseline) and end of each half term	All children – EYFS – Yr6	Statutory requirements for children to know specific words and spelling rules. All spelling lists are handed out by English Lead. Results are collected in and tracked by class Teachers to monitor progress. Interventions as and when required.	Class Teacher  English Leads
Reading –Rising Stars half termly assessments	Half termly	All children –Yr1 – Yr6	The assessments are used to show Age related expectations for the end of each half term. They assess all areas of the curriculum covered to check children have retained and can apply their learning. Teachers will analyse and use these to close gaps in learning for individuals and whole class through appropriate interventions.	Class Teacher  English Leads
SPAG Tests – Rising Stars	Half termly.	All children –Yr1 – Yr6	Same as above.	Class Teacher English Leads
Science	Half termly	Yr1 – Yr6	To record short term assessments on SPTO to monitor children’s achievements and track progress.	Class Teachers Science Leads
Foundation Subject Assessments - Cornerstones	At the end of each unit of work. Teachers record children’s achievements on each unit.	Yr1 - Yr6	End of unit assessments for all Foundation Subjects – These will be monitored and analysed to ensure coverage of the curriculum and check children’s achievements.  These will be handed up to next year group. Template completed to show children working below, at ARE and above ARE (greater Depth) in each of the foundation subject areas.	Class Teacher  Curriculum Lead

Although the tests are often administered by the class teachers, we will occasionally, throughout the year, swap papers within year groups and teachers will mark each other’s papers to ensure there is consistency when marking papers to ensure accuracy.

**Diagnostic:** All assessments can provide diagnostic evidence. However, certain assessment tools can be particularly useful in providing more detailed data, particularly for pupils with SEND.

### **How these Teacher Assessments are used.**

The collection of such teacher assessment data requires careful analysis. This is undertaken at different times of the year by different key staff. It is key that all staff understand the data and what it means for their class, the year group and key stage.

From such data it is expected that staff will identify which children require further support, differentiation, additional resources or alternative groupings. This is an ongoing process. The timetables also allow for appropriate interventions to be set up based on the data collated.

Using all the above assessments currently in place, at the end of every half term, teachers submit their half term assessments in reading, writing and maths on School Pupil Tracker Online system (SPTO). Children's individual achievements of the curriculum will also support this half termly data. Such an assessment currently takes the form of using Age Related expectations, which informs a points system in order to track progress.

### **Summative Assessment**

A child's performance should be judged against the Age Related Expectations (ARE). Periodic assessment allows the teacher to stand back and measure the children's learning throughout the course of the academic year. This data will be collected and analysed using School Pupil Tracker Online (SPTO).

### **Self Assessment**

Children should be entering into self-assessment from the very start of their Yenton experience for all subject areas in all lessons.

In Early Years and Year 1, children use 'ticks' to enable them to start to think about their work and achievements.

By the end of Year 1 continuing up to Year 6, children will then put their completed work in the appropriate box (red, yellow or green) at the front/back of the class depending on how they feel they have achieved within that particular lesson.

### **Peer Assessment.**

From Year 1 summer term onwards it is expected that there are opportunities for children to write peer assessment comments on their partner's work when appropriate. Opportunities should also be available in Maths when marking work and some foundation subjects.

It is important that teachers provide guidance on what the reflection should focus on and model comments that develop learning and move beyond presentation and handwriting.

Prior to Year 1 summer term, verbal peer assessment is important and should be clearly modelled as it provides the basis of ideas for later written peer assessment.

### **Moderation**

The system implemented to ensure moderation for assessment procedures is as follows:

- Identifying assessment opportunities at the planning stage, with planning taking place across the year group.
- Children's books are monitored regularly by phase leaders, SLT and the Headteacher. Subject leaders also monitor books and check the level of work throughout the year. Feedback is given by Subject Leaders who will then follow up and monitor.

- Subject co-ordinators set up the moderation focus and sometimes select children depending on focus. Teachers are given an overview of the expectations of moderation.
- Teachers are expected to cross over papers within year groups to ensure accuracy and consistency of marking test papers/assessments.
- Lessons are observed in monitoring sessions.
- SATs are externally moderated.
- Moderation is carried out each half term where work is examined, shared and moderated in English and Maths.
- Moderation is also carried out across the local schools and consortium.
- Moderation from Local Authority (LA) – four yearly cycles.
- Moderation training attended – YrR, Yr2 and Yr6.

### **Key Performance Indicators (KPI's)**

Key Performance Indicators are used in English and Mathematics as a measurable value that demonstrates how effectively pupils are achieving **key** objectives. Within these documents there has been exemplification attached showing the expectations required within each year group to reach Age Related Expectations (ARE) or higher at Greater Depth (GD). These documents are used to form our internal school moderation process and to track and monitor areas of success and development. The KPI exemplification is to promote high expectations across the school and to ensure consistency. Teachers will use to inform planning and for moderation to validate teacher judgements.

### **Reporting**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work at any point during the year to arrange a meeting.

Throughout the year, (every half term) we provide the parents with assessment report cards. These show parents their child's achievements in Reading, Writing and Maths. The achievements are discussed during parents evening.

During the Autumn and Spring terms we offer parents the opportunity to meet their child's teacher, with formal Parents' Evenings.

During the Summer term, we give all parents a written report of their child's attainment and achievements during the year. We give assessments in all subjects in the National Curriculum and Religious Education. We have a celebration assembly of all the children's work and an open evening where parents can attend to discuss the school report if they require further information about their child's achievements.

For parents of children in Reception, we provide full details of their child's achievement in the Early Learning Goals. At the end of Year 1, parents receive their child's assessment in the Year 1 Phonics Screening Test. In reports for pupils in Year 2 and Year 6 we also provide details of the SATs tests.

We believe that feedback to children is very important, as it tells them how well they have done and what they need to do in order to improve their work. We have an agreed code for marking, as it ensures that we all mark in the same way, and the children learn to understand it. (See Marking Policy).

### **Pupil Progress Meetings**

Class teachers meet with their Performance Management line manager (member of SLT) to discuss the progress of all pupils each half term.

Where there is a concern that a child is not making sufficient progress or where there is a gap between a child’s learning and their peers, the class teacher will produce plans for additional support. These will also be completed and shared with the school SENCO to ensure all intervention/additional support has been considered for children’s individual needs. This will be linked to our intervention programme which is regularly monitored for impact.

The intervention plans will also focus on meeting the needs of the high achievers.

The progress will continue to be monitored to ensure all children make good progress and gaps in attainment are narrowed.

### **Target Setting**

Every year, each child should be working at age-related expectations (ARE). Therefore to maintain a standard of working at ARE a child needs to move three tracking points over the year.

If a child is below ARE they will need to move at least four points in order to close the gap.

Any child shown to be working at ‘Greater Depth’ will continue to work at this level as they move through the school. To continue working at this standard will also maintain three tracking points progress being made each year. These children will be recognised on SPTO as #3 or #4.

### **SPTO Assessment analysis**

		National Curriculum																				
		Key Stage 1					Lower Key Stage 2					Upper Key Stage 2					Key Stage 3					
		Year 1			Year 2		Year 3			Year 4		Year 5			Year 6		Year 7					
		Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su			
Expectations		Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6S	Y7E	Y7D	Y7S
Tracking Point		10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

  

		EYFS Curriculum										
		Nursery 1			Nursery 2			Reception			Exceeding EYFS curriculum	
		Au	Sp	Su	Au	Sp	Su	Au	Sp	Su		
Expectations		22-36 Enter	22-36 Develop	22-36 Secure	30-50 Enter	30-50 Develop	30-50 Secure 40-60 Trace	40-60 Enter	40-60 Develop	ELG Almost Met	40-60 Secure ELG Met	EYFS EXC
Tracking Point		1	2	3	4	5	6	7	8	8.5	9	9+2
Level		W1	W2	W3	W4	W5	W6	W7	W8		WT 1C-	
P Scales		P1i P1ii	P2i P2ii	P3i P3ii	P4	P5	P6	P7	P8		PT	
EAL		EAL E			EAL 1			EAL 2			EAL T	
EYFS Profile								EYFS EME			EYFS EXP	EYFS EXC

What do the colours and symbols refer to in School PUPIL TRACKER?

**ATTAINMENT**

-  Working well above ARE
-  Working above ARE
-  Working at ARE
-  Working below ARE
-  Working well below ARE
-  Not enough information to make a judgement

**PROGRESS**

- Well above average
- Above average
- Average
- Below average
- Well below average
- Not enough information

**TARGET**

- Predicted to greatly exceed target
- Predicted to exceed target
- Predicted to meet target
- Predicted not to reach target
- Predicted to greatly miss target
- Not enough information

**Key to other common symbols and colours**

-  You cannot alter this child's assessments or details - they are not in your group or class.
-  On a LONG TERM grid: points to the next column where the child arrived at your school [approximate].
-  On a LONG TERM grid: points to the child's current year group or current target.
-  Pupil Premium child. Download guide on Pupil Premium
-  Raise a CONCERN about this child. The message will be available in the SENCO Menu for the leaders and senco user in school to read.
-  This child has a medical concern on their record. You should speak to someone in the school office about this.
-  This child has a comment in their PUPIL SAFE.

	Assessment type	Oct	Dec	Feb	April	May	July
	Target setting – KS1 – 3 points. KS2 – 3 points a year Children below ARE – 4 points.	✓					
	Forecast of ARE at end of y2 y6 – inc FSM, Also include notes on B/G, SEN Y5 data sheet to be completed.	✓	✓	✓	✓	✓	✓ Also include Y5
	Phonics forecast y1, y2	✓	✓	✓	✓	✓	
	Y2 summary of current SAT test data	✓	✓	✓	✓	✓	
	Y6 summary of current SAT test data	✓	✓	✓	✓	✓	
	Pupil progress meetings & identification of % progress	✓	✓	✓	✓	✓	
	Test results checking		✓		✓		✓
	Mobility data tracking sheet kept up to date	✓	✓	✓	✓	✓	✓
	English & Maths close the gap, B/G, PP, progress Each year group and whole school Assessment summary overview -	✓	✓	✓	✓	✓	✓
	Updates on attendance for each year group – specific children not meeting 96%	✓	✓	✓	✓	✓	✓
	Updates on SEN performance report	✓	✓	✓	✓	✓	✓
	Raise On line (Now ASP) summary & presentation to staff, SLT & Gov	✓	✓				
	3 year trend e.g.2016 & 2017 forecast analysis – BG, FSM, APS v NAT – including case studies	✓					
	EYFS data analysis – 3 year trends – FSM, BG, Progress, v Nat – including case studies	✓					
	EYFS progress analysis – report to SLT	✓	✓	✓	✓	✓	✓
	Review of end of year tests, maths/English tests and teacher judgements – analysis report of school weaknesses & strengths – action points for following year.	✓					✓
	Submit and check of data for national tests according to deadlines	✓					✓
	Order assessment papers and CGPs for Years 2 and 6. Include any sample papers from QCA/Testbase...	✓					✓
	Phase leaders – to ensure appropriate intervention groups are timetabled and set up for each year group based on SPTO data and any skills checks/mini assessments completed. Intervention Leader to check every half term.	✓	✓	✓	✓	✓	✓
	Pupil progress grid – Keep track of all the children in the year group who have made 0,1,2,3, 3+ points. Interventions will be linked to this. Class teachers will keep class data. Year group leaders will have own class AND whole yr group data.	✓	✓	✓	✓	✓	✓
	To keep lists of predictions of children who are likely to meet ARE	✓	✓	✓	✓	✓	✓
	Keep ARE, progress and intervention data in assessment folders. .	✓	✓	✓	✓	✓	✓
	Science Assessments updated	✓	✓	✓	✓	✓	✓
	Foundation subject assessments updated on correct format for all year groups.						✓