

St. Andrew's CEVC Primary School, Great Yeldham

Assessment Policy



Reviewed January 2018
(by Carrie Prior)

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Introduction

We aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims and Principles of Assessment

The aims and principles of assessment are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- High quality, in depth teaching, that is supported and informed by high quality formative assessment. (ongoing assessment)
- Provide clear next steps and targets
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils
- A clear purpose for assessing and assessment that is fit for its intended purpose.
- A focus on monitoring and supporting children's progress, attainment and wider outcomes.
- The provision of information which is clear, reliable and free from bias and informs teaching and learning.
- Effective assessment without adding unnecessarily to teacher workload.
- Assessment to be inclusive of all abilities.

Types of Assessment

Formative

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

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Target Tracker. Test materials are used twice a year to support teachers with making accurate teacher assessment judgements. These assessments are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional

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)
- End of KS2 (Year 6 SATs)

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at half termly Pupil Progress Meetings involving Senior Leaders and class teachers. This includes the following groups:

- Girls
- Boys
- Pupil Premium
- Free School Meals
- SEND
- Most able
- Lower Attainers
- Children Looked After
- Groups based on prior attainment
- Groups based on birth term in the EYFS

Roles and Responsibilities

Governing Body: Monitor whole school attainment and progress data.

Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets.

Senior Leadership Team: Use half-termly pupil progress meetings to track performance of individuals, groups and cohorts, sharing best practice and supporting improvements for areas of concern.

Subject leaders: Use data analysis effectively to monitor the performance of individuals, groups and cohorts leading to raised standards in the subject area.

Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning

Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning

Parents/Carers: Support children with home learning

Formative Assessment Criteria Yr1-6

Bands & Steps

Following the implementation of the new National Curriculum for Years 1-6, the government removed the level descriptors that were previously used to measure progress

and attainment. With levels removed and the focus on securing progress for every pupil, we now record and measure pupil attainment and progress in the following way:

Children will be assessed in year group 'bands,' (Band 1-Band 6) which will be divided in to steps as follows:

	Beginning	Beginning+	Working Within	Working Within+	Secure	Secure+
Year 1 – Band 1	1b	1b+	1w	1w+	1s	1s+
Year 2 – Band 2	2b	2b+	2w	2w+	2s	2s+
Year 3 – Band 3	3b	3b+	3w	3w+	3s	3s+
Year 4 – Band 4	4b	4b+	4w	4w+	4s	4s+
Year 5 – Band 5	5b	5b+	5w	5w+	5s	5s+
Year 6 – Band 6	6b	6b+	6w	6w+	6s	6s+

Teachers make half termly assessments against the band statements tracking pupils progress through the steps. This is recorded on Target Tracker. A child working at secure + would be considered to be working at greater depth and showing mastery within that subject. In exceptional cases a child may move to working above their year group band but this would be after consistently demonstrating the ability to work at greater depth with the band statements for their own year group.

Year 1 Baseline Assessment

As children move from Reception into Year 1 a new baseline assessment against the National Curriculum is taken. This is collected during Autumn 1 and is recorded on Target Tracker. This will form the baseline from which each pupil will be required to progress.

Assessment Cycle

Progress & Attainment data is collected half-termly for Reading, Writing, Maths and Science.

- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2

Progress & attainment data for Foundation Subjects, including RE, is collected termly.

- Autumn 2
- Spring 2
- Summer 2

The data is collated and analysed and used to inform future planning and any required intervention. This is discussed and planned during half termly Pupil Progress Meetings that take place with Senior Leaders and the Class Teachers.

Summative Assessment Data

Years 1 – 6 take part in a test cycle for Reading, Writing, GPS & Maths. The first stage of the test cycle takes place in Autumn 1 using Set A of the tests. This provides a baseline for the year group and individuals. Set B are then administered during the Summer term to enable the school to track progress across the year. The test sets also provide scaled scores for Years 5 & 6.

Year 2 & 6 engage in additional testing alongside the Test Suites Set A & B. This is to ensure that the pupils are carefully prepared for their end of year SATs tests. Previous papers will be used for this purpose.

National Assessments Yrs1-6

The following National assessments will be undertaken within school:

- Year 1 Phonics Screening check
- Year 2 SATs Tests – Reading & Maths (GPS - Optional test available)
- Year 2 Teacher Assessment against the Interim Frameworks for Reading, Writing, Maths & Science
- Year 6 SATs Tests – Reading, GPS & Maths
- Year 6 Teacher Assessment against the Interim Frameworks for Reading, Writing, Maths & Science

Early Years Assessment

Entry Level Assessment

Within 6 weeks of the child starting Reception they will be given a 'baseline' assessment. This is recorded using Target Tracker. This then generates an 'Entry Level Assessment' for the pupils and the cohort. This is shared with parents at the Autumn Term parents consultation meeting.

On entry to Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Expected Standards for Early Years are;

Reception

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Ongoing Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year and are recorded in their individual Learning Journeys. Many of these observations and assessments are collected through first-hand experience and play that is recorded by a practitioner observing and assessing children. Data is then recorded using Target Tracker and is updated half-termly.

Assessment Cycle

Baseline/Entry Level Assessment

- Within 6 weeks of the child's start date

Progress & Attainment

- Autumn 2
- Spring 1
- Spring 2
- Summer 1

Summative data/National Assessments

- Reception to submit Early Learning Goals (ELG) data Summer 2
- In Summer 2 children are assessed as emerging, expected or exceeding towards the ELGS.

Parents

Parents are included in their child's learning journey via homework, notice boards, newsletters and the website. Parents are also able to view their child's Learning Journey at any time.

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year in the autumn and spring term. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. Termly written reports will comment on children's attainment and progress and key assessment data will be provided at half termly intervals.

Marking & Feedback

Please refer to the separate 'Marking & feedback Policy' as well as the school 'Non-Negotiables'.

Homework

Please refer to the 'Homework Policy'.

SEN

Pupils with SEN have termly "My Outcomes" meetings with their teachers. These meetings are an opportunity to review individual targets for academic progress. With SEND pupils, greater emphasis is placed on short term objectives (SMART targets), with more frequent recording and reporting. Pupils with more complex, additional needs have a "One Plan".

Moderation and Standardisation

Regular moderation and standardisation opportunities are provided for all teachers to ensure judgements are consistent across the school. The following moderation opportunities take place:

- Moderation termly during a staff meeting, across key stages and year groups.
- Involvement in Colne Valley Consortium Termly Key Stage groups moderating work regularly.
- Sub group of 4 local schools meeting for cross-school moderation opportunities.

- Attendance at additional moderating meetings run by Essex as part of Assessment subscription
- Full participation in formal external moderation activities by the LA
- Use of External School Advisor to support teacher judgements in Year 2 & 6 during the summer term.

Written by Carrie Prior – **January 2018**

Shared with staff – **February 2018**

Shared with Governors – **February 2018**

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