

# Calverton Primary School



## Assessment Policy

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| Person responsible for the policy          | (Deputy Head Teacher) |
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| Signed by Chair of Governor: | Signed by Head Teacher: |
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## Contents

|   |                               |
|---|-------------------------------|
| Contents.....   | 1                             |
| The purposes and principles of assessment .....   | 2                             |
| Improving Learning through Assessment .....   | 2                             |
| Other aims.....   | 2                             |
| Arrangements for the governance, management and evaluation of assessment .....                      | 2                             |
| Responsibilities.....   | 2                             |
| Evaluation of Policy.....   | 3                             |
| Information about how assessment outcomes will be collected and used.....                           | 3                             |
| EYFS (Early Years Foundation Stage).....  | 3                             |
| Key Stage 1 and 2 - Reading, Writing and Mathematics.....   | 3                             |
| Key Stage 1 and 2 - Science and Foundation subjects.....  | 3                             |
| Sharing of Data.....  | 4                             |
| Data Analysis .....   | 4                             |
| Transition .....  | 4                             |
| Arrangements for ensuring teachers are able to conduct assessment competently and confidently ..... | 4                             |
| Moderation.....   | 4                             |
| Training.....   | 4                             |
| Detail about the approach to different forms of assessment .....                                    | 4                             |
| Implementation.....   | 5                             |
| EYFS .....  | 5                             |
| Must Should Could .....   | 5Error! Bookmark not defined. |
| More Able Pupils .....  | 5                             |
| Low Attainers and Pupils New to the Education System.....   | 5                             |
| Pupils with SEND (Special Educational Needs and Disability) .....                                   | 5                             |
| Reporting, including parents/carers.....  | 6                             |
| Governors and Tracking.....   | 6                             |
| Parents and Carers .....  | 6                             |
| Statutory Assessments .....   | 6                             |
| Reception Baseline Assessments.....   | 6                             |
| EYFS Profile Assessment .....   | 6                             |
| Year 1 Phonics Check.....   | 6                             |
| Year 2 Phonics Check.....   | 6                             |
| End of Key Stage 1.....   | 7                             |
| End of Key Stage 2.....   | 7                             |
| Non Statutory Assessments.....  | 7                             |
| Links to Other Policies .....   | 7                             |

## The purposes and principles of assessment

The overriding principle of good assessment is that it should be tied to its intended purpose.

There are three main forms of assessment each with its own purpose:

- Day-to-day in-school formative assessment used by teachers to evaluate pupils' knowledge and understanding on a daily basis and to tailor teaching accordingly. Examples include question and answer sessions during class, marking of pupil work and regular short re-cap quizzes.
- In-school summative assessment which enables schools to evaluate how much a pupil has learned at the end of a period of teaching. Examples include short end of topic or unit tests and end of year exams.
- Nationally standardised summative assessment which is used by Government to hold schools to account. Examples include National Curriculum tests at the end of Key Stage 2 and National Curriculum teacher assessment at the end of Key Stage 1.

### Improving Learning through Assessment

Improving learning through assessment has been shown by research to rest on the following key factors:

- The provision of effective feedback to pupils;
- The active involvement of pupils in their own learning;
- Adjusting teaching to take account of the results of assessment;
- A recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;
- The need for pupils to be able to assess themselves and understand how to improve;
- The involvement of parents/carers and peers in the assessment process

### Other aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

## Arrangements for the governance, management and evaluation of assessment

### Responsibilities

**Governors** monitor the whole school progress data with support from the **Head Teacher and Deputy Head Teachers**.

The **Head and Deputy Head Teachers** moderate assessments regularly and provide data analysis reports to staff and governors. They hold teaching staff to account for pupil progress using Pupil Progress Meetings and performance management to address underperformance and set targets.

**Class Teachers** regularly assess pupils and provide feedback. They adapt planning in line with assessments to ensure good progress for all. They provide assessment information for pupils and parents/carers as well as school leaders.

The **SENCo** (Special Educational Needs Coordinator) and **Resource Provision Manager** moderate PScale data and provide reports and progress to staff and school leaders.

**Teaching Assistants** provide feedback to the teaching staff on progress and attainment of pupils.

**Parents and Carers** support children at home with homework to positively impact on progress. They are also invited to workshops and briefings run by the school related to assessment and learning.

**Pupils** complete all work to highest of standard in order to make good progress in school.

The transfer assessment records for pupils moving mid-phase will be managed by the **Office Staff**.

### Evaluation of Policy

The policy will be adapted as needs change and processes evaluated. To ensure the policy is effective, we hold Pupil Progress Meetings, termly analysis of data, performance management, regular reports to governors, moderation, classroom observation and books monitoring.

### Information about how assessment outcomes will be collected and used

[Also see Statutory Assessments](#) and [Implementation](#)

#### EYFS (Early Years Foundation Stage)

Evidence is collected through observation and discussion and these are recorded in pupils' portfolios which include input from parents/carers. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations. Data is analysed termly, is presented to governors and is used in Pupil Progress Meetings to discuss the progress and needs of the pupils. The information informs EYFS staff of intervention requirements in order to accelerate progress. Data is provided to parents and carers at the end of each year.

#### Key Stage 1 and 2 - Reading, Writing and Mathematics

Evidence is collected mainly through book work, but also through observation. This forms the basis of detailed and ongoing teacher assessment against National Expectations. Formative assessments using, writing exemplar, NFER tests and Must, Should, Could assessment statements feed into the tracking of attainment and progress for pupils. This attainment data is collected half termly, analysed by Subject leaders and senior leaders and used in Pupil Progress Meetings to discuss the needs of the pupils. It also forms the basis for communications with parents/carers, informs pupils of their next steps in their learning, for moderation and for reporting to governors on attainment and progress. Summative assessments occur annually in the Summer Term for Years 2 to 6 and is used to validate teacher assessment.

#### Key Stage 1 and 2 - Science and Foundation subjects

Evidence is collected mainly through book work, but also through observation. This forms the basis of detailed and ongoing teacher assessment against National Expectations. At the end of

a topic, pupils are assessed against Must, Should, Could statements for each curricula area so they can keep track of their progress. The information is turned into data that is tracked and analysed by subject leaders. Data is collected once every full term (3 times a year). The data forms the basis for communications with parents/carers, informs pupils of their next steps in their learning, for moderation and for reporting to governors on attainment and progress.

### Sharing of Data

Data is kept confidentially within school with the exception of statutory reporting and communications with parents and carers. Data is shared with class teachers (including when pupils transfer to a new year group) and subjects leaders. Headline data is shared on our school website.

### Data Analysis

Data (including Raiseonline, School Profile, Integris Assessment and FFT) resulting from the statutory and school data for non-statutory tests will be used to:

- Inform the target setting process (School Improvement Plan and School Self Evaluation Statement) and performance management.
- Track the progress of individual pupils as they work through the school.
- Track the progress of individual cohorts as they work through the school.
- Provide information about whether a child should be placed upon/removed from the SEND Register.
- Enable teachers to judge how well their pupils are attaining when compared to other children both locally and nationally.
- Data is analysed by SLT and shared with Governors and Teachers on a regular basis.

### Transition

Transition of KS2 to secondary schools information and midphase admission/departure information is shared and managed by the office staff.

## **Arrangements for ensuring teachers are able to conduct assessment competently and confidently**

### Moderation

Moderation of assessments is expected to occur within Planning, Preparation and Assessment time although the school also holds termly sessions where all teachers meet to evaluate judgements. We also take part in moderation sessions with other schools, both locally and across the borough. This includes formal moderation of end of Key Stage assessments.

### Training

National updates and developments are communicated with teachers in briefings, by email and training. Formal training is conducted where required and is undertaken both in school by school staff and out of school by other professionals.

## **Detail about the approach to different forms of assessment**

The school believes that assessment should first and foremost support the pupils in their learning. This occurs through the setting of ability and age appropriate setting of next steps

and also to support teachers in the planning of learning. Evidence can be found in planning, marking, MUST, SHOULD COULD target statements, P Scale targets, and in conversations with pupils. This is detailed further in [Implementation](#).

## Implementation

### EYFS

Please see the EYFS Policy.

### Must, Should, Could Statements

For all curriculum subjects, there are a list of Must, Should, Could Statements, which are statements taken from a variety of sources (but mainly using the 2014 National Curriculum).

Must - Children who are beginning to within the Age Related Expectations

Should - Children who are secure in the Age Related Expectations

Could - Children who are working above the Age Related Expectations

Every half term, Must, Should, Could Statements that have been met are turned into a percentage which is then converted into a Band:

- Developing (Beginning to within the Age Related Expectations)
- Meeting (Secure in the Age Related Expectations)
- Exceeding (Working above the Age Related Expectations)

### More Able Pupils

For all curricula areas, there are a set of 'Exceeding' statements (Could statements). These are either written to broaden and deepen the pupil's learning to achieve further mastery, or are Key Next Steps from higher year group's Age Related Expectations.

### Low Attainers' and Pupils New to the Education System

For pupils who are not yet ready to work towards the Age Related Expectations of their peers, pupils may receive objectives for a lower year group. The purpose of this is to give them achievable and appropriate steps to make progress in their learning, and also to aid teachers in planning for their needs. This may take the form of differentiation in lessons or intervention groups in order to close the gap.

### Pupils with SEND (Special Educational Needs and Disability)

Pupils with SEND have targets based on their individual areas of learning. Map statements can be used to set pupils targets in specific areas. Every term pupil's level of progress is assessed using the B squared programme which uses P levels.

## Reporting, including parents/carers

### Governors and Tracking

Governors are reported to termly with data analysis of attainment and progress across the school.

The following is a guidance on how we will report and track where we expect pupils to be in relation to their year group expectations during the school year:

- Autumn Term: Developing (Beginning to work within the Age Related Expectations)
- Spring Term: Meeting (Secure within the Age Related Expectations)
- Summer Term: Exceeding (Working above the Age Related Expectations)

### Parents and Carers

We hold parents/carers meetings three times a year where teachers and parents/carers discuss a pupil's Next Steps in learning, and how parents/carers can support their child at home.

We report statutory assessments to parents annually. Class teachers compile a written report for each curricula area also stating whether a pupil is:

Headline data is reported on our school website and newsletters.

## Statutory Assessments

All pupils undertake the following statutory assessments unless it is inappropriate to do so (for example, a pupil with Special Educational Needs).

### Reception Baseline Assessments

This takes place in the first term of the year.

### EYFS Profile Assessment

This is based on the criteria listed in the **Early Learning Goals** and takes place in the Summer Term for pupils in Reception. In order for a pupil to meet a '**Good Level of Development**' they need to meet the expected standard in:

- the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

### Year 1 Phonics Check

This check is designed to establish whether a pupil has reached a sufficient standard in decoding words. This usually occurs in June every year. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher.

### Year 2 Phonics Check

This is the same check as for Year 1. It is only used for pupils who did not meet the standard in Year 1, or who did not take the check in Year 1.

## End of Key Stage 1

This is a teacher assessment at the end of key stage 1 in mathematics; reading; and, writing, informed by pupils' scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening and science. The Key Stage 1 testing period falls in May.

## End of Key Stage 2

There are national tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of speaking and listening; mathematics, reading, writing, and science. From 2016 there is no higher level testing (formerly level 6 tests). Higher ability questions will be built in to the standard tests. The tests occur in May each year.

The school may be required to take part in statutory science sampling tests which occur biennially (with 2016 being one of those years). The school is normally notified in April whether we will take part in the tests in June.

## Non Statutory Assessments

Summative assessments do not occur in the EYFS or Year 1 (with the exception of the Reception Baseline and Phonics Check). Instead, formative ongoing assessments occur on a day to day basis informing teacher assessments. In the EYFS formative assessments are based on the Foundation Stage Profile, which is started in the Nursery and continued into Reception. This uses statements from the 'Development Matters' publication.

Daily assessment can be seen on classroom display boards. When a pupil needs further support on a learning matter, the teacher will note this on the 'Next Steps' board where it is followed up through intervention.

In Year 3 to 5, pupils undertake summative assessments in the form of a written test for reading and mathematics. Writing is teacher assessed.

## Links to Other Policies

Marking Policy; EYFS Policy; Teaching and Learning Policy; Data Protection Policy; Mid Phase Policy