

Grange Primary  
Assessment Policy - September 2016

Rational

Assessment forms the basis of good practice in Teaching and Learning. It informs the teacher of where the children are at and therefore what their next learning targets will be. When assessment information is shared with pupils and parents, learning becomes clearer and more focused and standards are raised. At Grange Primary, assessment is given a high priority.

The Head teacher is responsible for ensuring the following:-

Statutory assessments take place for children at the ends of Reception, Year 1 (phonics), Year 2 and Year 6. Statutory requirements are met in annual written reports to parents.

This policy is a statement of the aims, principles and strategies for assessing pupil's work.

Key principles

At school pupils have an entitlement to an assessment process which:

- Accurately identifies and tracks their progress to support continuity and progression in learning
- Highlights strengths and difficulties together with strategies to manage them.
- Is motivating and actively involves them in review and target setting through assessment for learning and other strategies
- Encourages the child to develop pride and interest in their work through a range of pupil responses including assessment for learning

New Curriculum and Assessment Procedures

All year groups from year 1 to year 6 will be tracked using a system of below (b and b+), working within (w and w+) and secure (s and s+).

Summative Assessment

Statutory Requirements:

- Statutory Assessment at the end of Reception, Year 1 phonics, Key stage 1 and 2.
- During Year 2 and 6 parents meeting teachers is held to inform parents about SAT's Tests/tasks and how they can best prepare their child, including the use of SAT's study books.
- National Curriculum tests/ tasks plus teacher assessment reported to Year 2 and Year 6 parents at the end of the summer term alongside an annual written school report.
- Year 6 SAT's results /teacher assessment transferred to secondary school through CTF.
- Teacher assessment at the end of Key stage 1 and 2 in each attainment target in the three core subjects completed to be completed in the summer term. Core co-ordinators analyse results and inform SLT of the schools strengths and weaknesses; they work alongside SLT in analysing attainment and achievement
- Nursery assessments and EYFS Profiles must be updated termly; results for reception assessments are submitted to the LA in June of each year.

- There may be a small percentage of pupils at the end of key stage 1 and 2 who will not have completed the relevant programmes of study when they have reached the appropriate chronological age for a range of different reasons. At the end of key stage 1, there is one additional standard for those children who are not yet achieving within the age expected range for English reading, English writing and mathematics; which is 'foundations for the expected standard'. At the end of key stage 2, there are three additional standards for those children who are not yet achieving within the age expected range for English reading, English writing and mathematics; which are 'growing development of the expected standard, early development of the expected standard and foundations for the expected standard.' These are reported as part of the statutory assessment processes for end of key stages 1 and 2.

### Use of Summative Assessment Data

Statutory tests and tasks, optional tests results and Teacher assessments will be stored centrally on the schools administrative computer system. A paper copy of the data and other assessments will also be kept in files in the Headteacher's office. All data will be analysed using progress through the system of below (b and b+), working within (w and w+) and secure (s and s+).

The information will be used to:-

- Track the progress of individual children as they progress through the school.
- Track the progress of cohorts as they pass through the school.
- Track progress of groups of pupils within a cohort.
- Provide information about whether a child should be placed on or taken off the SEN register.
- Highlight under achieving groups that will need targeting to achieve their full potential.
- Highlight, identify and target more able pupils.
- Track the progress of SEN, EAL, more able pupils and other identified groups (see SDP).
- Provide information for setting school targets in achieving emerging, expecting and exceeding.

Support staff also track the progress of groups of children they work with for targeted support and intervention to identify the impact of their support and how to direct this effectively in the future.

### Foundation Stage:

#### Nursery:

- An on-entry assessment is carried out during the first eight weeks of their time in school. During a preliminary home visit parents have the opportunity to share information about their child's needs and development, (see policy on admitting nursery children). The assessments made relate to personal and social skills, speaking and listening and physical development. They are recorded onto Target Tracker using B squared and are reported to parents at a time set aside to discuss how their children have settled into the nursery.
- The school is using development matters assessment materials as a tool for assessment in nursery and are tracked using Development Matters and a system of below (b and b+), working within (w and w+) and secure (s and s+).
- Each child has an achievement book that is made up of comments to support the learning of individual children in the 7 learning areas (communication and language, literacy,

mathematical, knowledge and understanding of the world, creative, physical and personal and social). The comments are made as a result of adult observation at adult focussed activities and are written on sticky labels and they are dated and put in the profile. The comments from the profiles are used to inform parents at parents evening and also to fill in the development matters assessments. Parents are encouraged to contribute to the profiles, especially when they come in for 'stay and play' sessions.

- A school report is completed at the end of a child's time in the nursery. The report is discussed with each child's parents at an open evening. It is also passed on to the reception teacher.

#### Reception:

- The school is using the early excellence baseline assessment materials as a tool for assessment in reception.
- The Development Matters / B squared records are to be filled in each half term and are tracked using age bands from Development Matters using a system of below (b and b+), working within (w and w+) and secure (s and s+).
- At the end of the school year, a report is sent home. Assessments are discussed with parents at an open evening, teachers report on each child's progress against national expectations of emerging, expecting and exceeding. Within this meeting, teachers also report on the process of transition into year 1.

#### Non- Statutory Requirements

Published tests twice a year in years 3, 4 and 5.

This information will be discussed at Pupil Progress Meetings and the end of year Handover Meeting.

Teachers will analyse their individual class attainment in reading, writing and maths.

SLT will analyse termly teacher assessment data in the areas of reading, writing, maths and science.

Core co-coordinators will analyse attainment, identifying strengths and weaknesses, as well as strategies to raise standards.

Teacher assessments are to be handed on to the next classroom teacher at class handover meeting at the end of Summer Term.

#### Termly Assessment

##### Reading

All pupils at the end of Reception and all pupils still following RML in key stage 1 need to be assessed using RML reading assessment. Children are assessed each term using the B squared assessment for reading (linked to the new curriculum). These inform half termly assessments alongside teacher assessments and the use of PUMA tests to secure judgements following the system of below (b and b+), working within (w and w+) and secure (s and s+). These results are reported to and evaluated by SLT.

### Writing

Children are assessed against the new B squared assessment for writing (linked to the new curriculum) alongside teacher judgement to secure judgements following the system of below (b and b+), working within (w and w+) and secure (s and s+). These results are reported to and evaluated by SLT.

### Maths

Children are assessed using the B squared assessment for maths for the year to inform judgements following the system of below (b and b+), working within (w and w+) and secure (s and s+). Published tests (PIRA) and testbase assessments in maths are completed throughout the year, these are used to support teacher assessments and these results are reported to and evaluated by SLT. These inform half termly assessments alongside teachers' judgements following the system of below (b and b+), working within (w and w+) and secure (s and s+).

### Grammar and Punctuation

Children are assessed termly using published grammar and punctuation tests and these inform termly assessments.

### Teacher Assessment:

- All teachers from year 1 up to year 6 will complete teacher assessments at the end of every half term in reading, writing, and maths; this will be recorded following the system of below (b and b+), working within (w and w+) and secure (s and s+). They also complete teacher assessments in science and spoken language termly. These assessments are tracked half termly, termly and annually.
- In Years 1 to 6 all teachers will assess science and every foundation subject at the end of each unit; this will be recorded using following the system of below (b and b+), working within (w and w+) and secure (s and s+).
- All teachers in Years 1-6 will be asked to give an overall assessment level for all foundation subjects at the end of each academic year; this will be recorded following the system of below (b and b+), working within (w and w+) and secure (s and s+).
- The levels will be recorded in assessment files and tracked year on year.
- Termly Teacher Assessment will be recorded on Target Tracker. Teachers will analyse Teacher Assessments every term and track their individual class's progress towards reaching their end of year targets.
- EAL, SEN, G & T, Science, Literacy and Mathematics Coordinators/ Assessment Coordinator will track cohort progress towards end of year targets.

### Reporting to Parents

We value parent's views of their child's progress and development. These help the teacher to form a wider picture of a child's abilities. Teachers and parents share their assessments of the child with each other in the following ways:

EYFS achievement books are sent out to parents as their children leave the nursery.

The QCA Assessment will be given to parents at the end of the reception year. Annual reports are sent home to parents towards the end of the spring term before the parents evening. On-going record-keeping and assessment completed throughout the year aid report-writing. Parent's evenings

are held three times a year in the Autumn, Spring and the Summer Terms where teachers verbally convey their assessments of the child. At the end of the year, a short report is sent to parents showing end of year assessments, in which children can contribute an evaluation of their learning throughout the year. Parents can also share their views and discuss the needs of their child. Targets are discussed with children. The targets are displayed in the books and classrooms where appropriate.

#### Assessment of Pupils with S.E.N.D

The S.E.N.D Code of Practice provides a more structured way of sharing assessments with parents and to meet the child's individual needs. (see SEND policy and information report).

Any pupils with SEND in KS1/KS2 who are working below a grade 1 in any area are assessed against the P Scales, using B Squared descriptors. The threshold for meeting a P Level is set at 80%. This means that 80% of the statements need to be mastered before the child achieves that particular P Level. However, it also ensures that a child is not held back in their assessments due to them not being able to meet one or two specific statements. Pupils with more complex SEND in Foundation Stage will be tracked closely using the Early Years Connecting Steps Programme.

SLT will collect in termly assessments in speaking and listening, reading, writing, science, PSE and self-help against the P Scales, using B Squared descriptors. This data will be recorded on connecting steps and Target Tracker and will be used to inform PPM's and to identify progress and attainment across the school. SLT will track progress termly of each cohort using P Scales. SLT will use the termly assessment data to identify required provision to ensure pupils have support where needed. SLT will track progress in all subject areas and use this to identify and target underperforming groups and establish areas of development for the current and coming year.

#### IEP's:

The review of and setting of new targets for children identified with SEN is carried out termly by the class teacher and Inclusion Manager or Learning Support Teacher. Copies of Imp's are sent home to parents termly following a meeting with the Inclusion Manager and class teacher.

#### Assessment of Pupils with EAL

Assessment of pupils with EAL are assessed twice a year using the codes (A-E). Their proficiency in English is assessed in speaking and listening, reading and writing. Each strand is broken down into five criteria (A-E). Teachers assess the child against these criteria for each area of literacy.

#### The Transfer of Assessment Material

The transfer of Assessment Information is transferred when children leave to go to a new school and to secondary school. The records of Year 6 children will be passed on according to LEA guidelines. This will be managed by the Head teacher and Learning Mentor.

#### Target Setting for Attainment

At the start of the year a target will be set for reading writing and maths. It will be based on teacher's expectations and at least expected / accelerated progress throughout the year built in for Year 1 - Year 6 as to what a child should be aiming to achieve at the end of the year through teacher assessment.

### Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this through:-

- Informing pupils of the learning objectives and success criteria each lesson.
- Questioning throughout the lesson in order to judge pupil understanding.
- Quality marking using 2 stars and a wish.
- Observations – often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focussed marking using learning objectives and success criteria using 2 stars and a wish and 'green for good and pink for think'.
- Carrying out diagnostic assessments e.g. using assessment grids like the Criterion Scale or analysis of tests to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.
- Termly targets linked to each child's gaps in their learning. Each teacher has allocated time to discuss the target setting at the beginning of each term and these are recorded in the class displays and in children's books. They are referred to in teachers marking using the turquoise pen. Pupils are given targets and guidance on how to achieve them in order to progress to the next level. When their targets are achieved they date and show where they have achieved before they progress to the next target.

### Assessment for Learning

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress. Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Planned AfL strategies are included in planning and in annotations made after lessons.

### Tracking Children

5 children (whom represent the range of abilities) in every class are assessed using B squared assessment for reading, writing and maths. B squared assessment grids are used as an evidence source. Teachers need to use evidence of children's work in books to assess each child.

Reading samples will include guided reading records, RML assessments, literacy work, published tests / SAT's tests. Writing samples will include extended writing and cross curricular writing examples where children have applied writing skills independently or through a writing lesson.

Mathematics samples will include independent work from Maths No Problem / testbase questions and published tests / NCETM /SAT's tests.

### Long Term Planning for Assessment

Assessments are collected in termly and each half term for tracking children. Published test materials are carried out twice a year in years 3, 4 and 5. Year 6 and year 2 carry out mock SAT's tests termly to closely track progress.

### Medium Term Planning

- Termly assessment in the core areas of English and Maths
- Assessment task / activities are planned into units of work.
- Short Term Planning for Assessment
- Day to day assessment informs the teacher the extent to which pupils are achieving objectives set out in the lesson plans.
- Teachers will gain knowledge of where children are at through:-
- Carefully targeted questioning
- Pupil Observations/ dialogues.
- Peer/self-assessments
- Effective marking of pupils' work i.e. recognizing achievement and setting new achievable learning targets (2 stars and a wish).

Teachers make annotations on planning to record significant achievements on adjustments / annotations to prepare for the next day or the next lesson.

### Monitoring and Review

- Monitoring of assessment will take place through –
- Monitoring of annotations made on planning
- Monitoring of marking using 2 stars and a wish
- Monitoring of assessment strategies in teaching observations
- Moderation staff meetings
- SLT analysis and scrutiny of assessment data.
- SLT analysis of data in PPM's

Monitoring will be carried out by SLT.

This policy was agreed by the Pupils and Parents Committee on -  
Policy Review Date – Spring term 2017