



William Law C E Primary School

Assessment Policy

Policy confirmed by the Governing Body of William Law CE Primary School on:

This Policy was shared with staff by email on Friday 8th January 2016

Date: 2nd May 2018

Signature: Sue Bennett

Policy to be reviewed on: May 2020

This policy is written in line with the Christian values and ethos of our school.

Introduction

Since September 2015 the school has been following the new National Curriculum for English and Maths as well as other foundation areas of the curriculum. The only National Curriculum subject which has been adapted is History. The Assessment policy has been updated in response to these changes.

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”

Assessment for Learning: Assessment Reform Group 2002 . At William Law CE Primary, we believe that all children can achieve presented objectives and it is the way in which it is delivered that enables children to achieve.

Aims of assessment

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress;
- To provide information to inform the school’s strategic planning;
- To gather information to inform teachers’ planning;
- To track the progress of; individuals, groups and cohorts;
- To encourage children to be involved in their own learning;
- To inform the Governing Body of the school’s standards and achievement;
- The positive achievements of a child may be recognised and the next steps are planned and delivered to ensure gaps in learning do not occur;
- Learning difficulties can be identified more quickly and appropriate intervention established;
- The overall achievements of the child can be recorded systematically;
- The school and child’s achievements can be monitored and moderated;
- The legal requirements for record keeping, assessing and reporting can be met.

Effective Assessment

At William Law CE Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve;
- Enables teachers to plan more effectively;
- Helps parents be involved in their children’s progress;

- Provides the school with information to evaluate work and set suitable targets.

Co-ordination of Assessment

The Deputy Headteacher works alongside the EYFS Lead Practitioner to inform the Headteacher and SMT about assessment procedures and policy. Team Leaders are responsible for using data to drive improvement within their phase of school. Reports are presented to the Governors, by Team Leaders, to highlight pupil progress and groups of pupils who need more support. This is completed three times a year, as part of the Teaching and Learning Governors Committee.

Assessment at William Law CE Primary

At William Law, we split assessment into three broad overarching categories in line with the '*Final Report of the commission on Assessment without levels, 2015.*' These three categories are:

- Day to day in-school formative assessments;
- In-School Summative assessments;
- Nationally Standardised summative assessments.

Day to Day Assessment

Day to day assessment includes the following:

- Questioning and pupils' responses in the classroom;
- Conferencing with pupils every fortnight;
- Observational assessments;
- Plenaries at the end of lessons;
- Peer and self marking completed by the pupils;
- Verbal feedback between teacher and pupil;
- Use of interactive strategies within lessons such as talk partners.

The purpose of day-to-day assessment for pupils and teachers should be to; identify misconceptions, identify strengths and to support or extend pupils' knowledge and understanding and application of concepts being taught, for every individual pupil.

Day-to-day assessment is crucial in identifying children who are falling behind so misconceptions can be identified and addressed within a lesson or the following lesson.

In-School Summative Assessments

In-School assessment includes the following:

- Short end of topic or unit assessments;
- Half termly writing assessments;

- Reading, SPAG and Maths assessments in Oct, Dec, Mar, May and Jul (Years 1-6 Pixl or Cornerstones);
- Question Level Analysis to identify gaps in learning in Oct, Dec, Mar, May and Jul (Years 1-6 Pixl or Cornerstones);
- Summative grading at the end of each term on ScholarPack.

In-school regular summative assessments provide pupils and teachers with a summary of what has been learnt and areas that need further work over a unit/topic of work.

This is then used to re-address key skills that may need further consolidating with a group of pupils. It is imperative that, teachers use this information to identify gaps in pupils' knowledge swiftly and then address the misconceptions within the classroom during first quality teaching.

In-School summative assessment also helps teachers ratify their own teacher judgements.

Nationally Standardised Summative Assessments

Nationally Standardised Summative Assessments includes:

- Baseline assessments in EYFS;
- End of EYFS teacher assessment against the foundation stage profile early learning goals;
- National Curriculum tests at the end of Key Stage 1;
- Year 1 Phonics Screening;
- National Curriculum tests at the end of Key Stage 2.

Nationally Standardised Summative Assessments helps benchmark how pupils are doing compared to national figures. This helps parents, pupils and schools understand how they are doing compared to national.

Assessment Data

The table below outlines expected attainment and progression for each subject, term and year group. Staff are given these guidelines within their whole school planner so they know what the expectation for each year group. Teachers then use assessment grids to highlight when a child is secure with a particular skill. To be secure they must be able to; demonstrate an understanding from small summative tests approximately 2 weeks after teaching input as well as produce independent pieces of work using the skills and sometimes across different curriculum areas. Children who do not secure a particular skill will then be targeted with in class intervention or a purpose-built intervention program.

Expected Attainment

Year	Autumn	Spring	Summer
Reception	0.2	0.4	0.6
1	1.2	1.4	1.6
2	2.2	2.4	2.6

3	3.2	3.4	3.6
4	4.2	4.4	4.6
5	5.2	5.4	5.6
6	6.2	6.4	6.6

A child will be classed as expected for their age group if they meet the levels described above at the end of each term. If they are below this then they are emerging and if above, they are exceeding.

Recording Judgements

Objectives for the year and subject are divided across the three terms and key performance indicators for maths and literacy are identified. Children must be secure in the key performance indicators before progressing to the next step.

Teachers will input data into the school data system 3 times a year, at the end of each term. Teachers will record a child by the level of attainment for Reading, Writing, Maths, Science, Music and RE. Other subjects may be added as the assessments at William Law develop. Speaking and Listening is woven into the curriculum and is assessed throughout.

Average Point Score

The expectation at William Law is that every child makes 6 points progress from the start of the year to the end of each academic year.

Most children will work within their year group; mastering content and demonstrating a good understanding of skills and concepts in at least three pieces of work and in an assessed piece of work or test at least two weeks after the skills have been taught.

Children who are working above their year group are to master the skills within their year before moving into the next year group assessments. To do this, children must: demonstrate a deep understanding of the assessment criteria, be able to apply skills to a variety of situations which may be abstract and out of context.

However, some children will also work below their age expected band. Classroom teachers and teaching assistants will attempt to make accelerated progress with these children where they are working in the year group below. If more than 1 year behind, adults will aim to make accelerated progress with these children through specific 6 weekly intervention programmes such as; first class @ number, success @ arithmetic, phonics counts, rapid phonics, project X etc.

The table below summarises average point scores so progress can be measured across the school and within the year.

<u>Early Years Scoring System</u>
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Year	EYFS Band and Stage	Aggregate Score	Step	Checkpoint
<i>Nursery</i>	<i>30-50 Emerging</i>	<i>11</i>	<i>-1:4</i>	<i>CP1</i>
<i>Nursery</i>	<i>30-50 Emerging</i>	<i>11</i>	<i>-1:4</i>	<i>CP2</i>
<i>Nursery</i>	<i>30-50 Developing</i>	<i>12</i>	<i>-1:5</i>	<i>CP3</i>
<i>Nursery</i>	<i>30-50 Developing</i>	<i>12</i>	<i>-1:5</i>	<i>CP4</i>
<i>Nursery</i>	<i>30-50 Secure</i>	<i>13</i>	<i>-1:6</i>	<i>CP5</i>
<i>Nursery</i>	<i>30-50 Secure</i>	<i>13</i>	<i>-1:6</i>	<i>CP6</i>
<i>Reception</i>	<i>30-50 Secure</i>	<i>13</i>	<i>-1:6</i>	<i>BL (Baseline)</i>
<i>Reception</i>	<i>40-60 Emerging</i>	<i>14</i>	<i>0:1</i>	<i>CP1 (Autumn 1)</i>
<i>Reception</i>	<i>40-60 Emerging</i>	<i>14</i>	<i>0:2</i>	<i>CP2 (Autumn 2)</i>
<i>Reception</i>	<i>40-60 Developing</i>	<i>15</i>	<i>0:3</i>	<i>CP3 (Spring 1)</i>
<i>Reception</i>	<i>40-60 Secure</i>	<i>16</i>	<i>0:4</i>	<i>CP4 (Spring 2)</i>
<i>Reception</i>	<i>Early Learning Goal 1</i>	<i>17</i>	<i>0:5</i>	<i>CP5 (Summer 1)</i>
<i>Reception</i>	<i>Early Learning Goal 2</i>	<i>18</i>	<i>0:6</i>	<i>CP6 (Summer 2)</i>
<i>Reception</i>	<i>Early Learning Goal 3</i>	<i>19</i>	<i>1:1</i>	

Year	Checkpoint	Step	Aggregate Score
<i>1</i>	<i>CP1 (Autumn 1)</i>	<i>1:1</i>	<i>19</i>
<i>1</i>	<i>CP2 (Autumn 2)</i>	<i>1:2</i>	<i>20</i>
<i>1</i>	<i>CP3 (Spring 1)</i>	<i>1:3</i>	<i>21</i>
<i>1</i>	<i>CP4 (Spring 2)</i>	<i>1:4</i>	<i>22</i>

1	<i>CP5 (Summer 1)</i>	<i>1:5</i>	23
1	<i>CP6 (Summer 2)</i>	<i>1:6</i>	24
2	<i>CP1 (Autumn 1)</i>	<i>2:1</i>	25
2	<i>CP2 (Autumn 2)</i>	<i>2:2</i>	26
2	<i>CP3 (Spring 1)</i>	<i>2:3</i>	27
2	<i>CP4 (Spring 2)</i>	<i>2:4</i>	28
2	<i>CP5 (Summer 1)</i>	<i>2:5</i>	29
2	<i>CP6 (Summer 2)</i>	<i>2:6</i>	30
3	<i>CP1 (Autumn 1)</i>	<i>3:1</i>	31
3	<i>CP2 (Autumn 2)</i>	<i>3:2</i>	32
3	<i>CP3 (Spring 1)</i>	<i>3:3</i>	33
3	<i>CP4 (Spring 2)</i>	<i>3:4</i>	34
3	<i>CP5 (Summer 1)</i>	<i>3:5</i>	35
3	<i>CP6 (Summer 2)</i>	<i>3:6</i>	36
4	<i>CP1 (Autumn 1)</i>	<i>4:1</i>	37
4	<i>CP2 (Autumn 2)</i>	<i>4:2</i>	38
4	<i>CP3 (Spring 1)</i>	<i>4:3</i>	39
4	<i>CP4 (Spring 2)</i>	<i>4:4</i>	40
4	<i>CP5 (Summer 1)</i>	<i>4:5</i>	41
4	<i>CP6 (Summer 2)</i>	<i>4:6</i>	42
5	<i>CP1 (Autumn 1)</i>	<i>5:1</i>	43

5	<i>CP2 (Autumn 2)</i>	5:2	44
5	<i>CP3 (Spring 1)</i>	5:3	45
5	<i>CP4 (Spring 2)</i>	5:4	46
5	<i>CP5 (Summer 1)</i>	5:5	47
5	<i>CP6 (Summer 2)</i>	5:6	48
6	<i>CP1 (Autumn 1)</i>	6:1	49
6	<i>CP2 (Autumn 2)</i>	6:2	50
6	<i>CP3 (Spring 1)</i>	6:3	51
6	<i>CP4 (Spring 2)</i>	6:4	52
6	<i>CP5 (Summer 1)</i>	6:5	53
6	<i>CP6 (Summer 2)</i>	6:6	54

Intervention

The aim of intervention is to close gaps in learning before they open. After teaching a unit of work where most of the class are secure or exceeding within the skills taught, the teacher will identify a group of children who need smaller group teaching for a period of up to 2 weeks. The class will then move onto the next unit of work. The identified group will complete focused tasks with the class teacher to close the gap which is additional to the normal lessons for that subject whilst moving onto the next unit of learning. Teachers will keep a record using the intervention format, to record children who are having intervention and measure the impact. This will then be handed to the assessment coordinator.

At William Law, we work with our Partners Pixl. Through the use of Pixl we are able to use ready-made interventions that the teacher may adapt if necessary.

Assessment Analysis

Once assessments have been submitted; teachers can access data analysis for their class. The school's data tracking system has two main systems: tracking and progress. Teachers can then access APS (Average Point Score) for their class and sub-groups as well as APP (Average Points Progress). Teachers can then see if their class is at the

expected APS and APP for the time of the Year and identify any groups who are not making the required progress or not achieving the academic standard for that time of the year. Gaps in attainment are also identified between specific groups of learners to ensure that they perform in line with national expectations for these groups and that gaps are no larger than their national peers.

Team Leaders discuss data in Team Meetings with staff to ensure that all members of the team know what the areas of development are and how they are tackling the underperformance of certain groups of children. SMT discuss before these meetings to ensure that Team Leaders are identifying the correct focus for the term ahead.

Pupil Progress Meetings

Pupil Progress Meetings are held at the beginning of each term, between a team leader and a teacher. In preparation for this meeting, teachers should identify specific groups of children or individuals, where gaps in attainment are low or progress is slower than expected progress.

The aim of these meetings is to ensure children and groups of children are getting the right support to make expected or accelerated progress. It is then discussed and agreed how these children will be supported to close the gap or make accelerated progress. Children who are working a year behind will have something more than high quality class teaching therefore will be part of a formal intervention program. These meetings also focus on nationally underperforming groups such as; pupil premium, looked after children, SEND and EAL.

If a year group is using Pixl, then Pupil Progress meetings will happen at least every fortnight. The purpose of these meetings are to evaluate and analyse provision within the classroom but also to monitor interventions. Another purpose of the meeting, is to regularly identify gaps in key marginal pupils' knowledge, grade pupils using the Pixl language as below.

PiXL Grades	PiXL Definition
A	Working above expected standard
E1	Working at expected standard
E2	Working at expected standard but requires some additional support
B1	Requires targeted support in order to reach expected standard - PiXL Key Marginal
B2	Requires specialist support

If pupils are having formal interventions, then this is agreed at the Pupil Progress meeting and they are recorded on ScholarPack or Pixl PrimaryWise. At SMT interventions are monitored and reviewed for their impact on a termly basis. Middle leaders are also responsible for knowing the data of these interventions.

Assessment in the EYFS

The Early Years Foundation Stage learning and development requirements comprise of:

- The seven areas of learning & development
- The early learning goals
- The assessments

There are seven areas of learning and development and all are important and interconnected.

Three areas are particularly crucial and for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four specific areas, where the three prime areas are strengthened and applied are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Children use the outdoor area daily, in all weathers, to enrich their learning. Each area of learning and development (AOLD) in both the prime and specific areas are split into aspects. Each aspect set out the skills, knowledge and understanding and attitudes which it is hoped children will reach or exceed by the end of the Foundation Stage.

The Development Matters statements and Early Learning Goals provide a basis for planning throughout the Foundation Stage. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school each Reception Teacher acts a 'Key Person' to all children in their class, supported by the Teaching Assistant.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understanding their needs and to plan activities and support. The children's learning and development is assessed in relation to the Development Matters statements and Early Learning Goals. These assessments are

made through observations of the children throughout the Foundation Stage and compiled in their Learning Journey. By the end of their Reception year, the Early Years Foundation Stage Profile Report will provide a way of summarising their achievements.

As part of the teaching and learning process, we assess each child's development in relation to the Development Matters Statements and Early Learning Goals every half term. We do this through Orbit, Narrative observations, teacher and children snap shot observations, parent shine cards, work in books and talking with the children.

We complete a CEM Baseline assessments in the Autumn and Summer term which is a summative assessment and we complete teacher assessments using our own school point system 6 times a year.

Reporting to parents/carers

We report to parents on the academic achievement of children in a variety of ways, these are outlined below:

- Three termly parents evenings- Teachers discuss with parents if they are at an expected, emerging or exceeding level in terms of attainment and identify targets for children to work on over the next term;
- An annual report is sent home to parents outlining strengths and areas to develop in their learning. The report also indicates whether they are operating at the expected, emerging or exceeding level. It also indicates how much progress a child has made over the year;
- At the end of each Key Stage a separate report is given to indicate whether; they have met the expected level nationally, are below national expectations or exceeding national expectations;
- At the end of year 1 (Year 2 if a pupil has re-sat the test), a report is sent home explaining if a pupil has met or not met the standard of the Phonics Screening.

Relation to other policies

This policy also compliments these policies:

- Special Educational Needs and Disability
- English as an Additional Language
- Looked After Children
- Pupil Premium