

# **BROAD CHALKE CE VA PRIMARY SCHOOL**

## **ASSESSMENT & RECORDING POLICY 2019**

Mission Statement: With the love of God we learn, care, grow and share

### **Introduction**

At Broad Chalke Primary School, we believe that assessment and recording is a crucial and integral part of the teaching and learning process. We ensure that learning objectives are clearly identified in our short-term plans and that children are made aware of the learning objective and success criteria. We give our children regular verbal feedback so that they understand what it is that they need to do better. We give regular feedback to parents so that teachers, children and parents are all working together to raise standards for all our children.

### **Assessment should be both formative and summative**

**Formative Assessment** is a teacher's professional judgment about a child's attainment based on work in books and how the child generally performs in class. Formative assessment is ongoing as part of the everyday running of the classroom.

**Summative Assessment** is based on a more formal test result. Test data should be put on our tracking system 'Insight' 3 times a year in terms 2, 4 and 6. Writing is formally assessed six times a year. EYFS is different because the assessment is ongoing likely to be updated weekly.

### **INTENT – Aims and Objectives**

Through our assessment and recording policy, we aim to:

- Celebrate learning and plan the next steps
- Enable our children to demonstrate what they know, understand and can do
- Help children understand what they need to do next to improve their work
- Ensure continuity and progression
- Enable teachers to develop a variety of teaching and learning strategies
- Provide information for parents to enable them to support their child's learning
- Provide the Headteacher and governors with information that allows them to make judgments about the effectiveness of the school
- Make assessments which are meaningful, useful, consistent and manageable
- Raise the awareness of expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

### **IMPLEMENTATION – Moderating Pupils Progress**

We monitor pupil progress across the school by moderating a collection of pupils' work in Mathematics, English and Science. The work is moderated during staff meetings with samples retained by subject leaders in their subject file noting achievements of pupils so that we:

- monitor pupil progress across the school
- share and compare successful planning and teaching strategies
- have a shared understanding of the yearly objectives and end of KS descriptors for age related expectations

### **Assessing Pupils' Achievement during Lessons**

We plan our lessons with clear learning objectives. We strive to ensure that all tasks set are appropriate to each child's level of ability.

We share the focus of the lesson with the children and ensure that they understand what they have to achieve in the lesson.

Throughout the lesson and, most especially during the plenary we assess achievement matched to the learning intention and give feedback to pupils. We may make a note of the children who have not achieved the expected outcome or those who have achieved more than planned. This information is used to inform our future planning.

### **Evidence of ongoing assessment can be found in:**

Pupil Evidence Folders (tests at least 3 per year in terms 2, 4 and 6)  
Our pupil tracking system 'Insight'  
Subject Leader Files – ICT, RE  
Children's Books/Folders  
Guided Reading Records  
Individual Reading Records KS1  
Writing Assessment book (Purple Independent Writing books Y1)  
Criterion Scale sheets for assessing writing (6 times a year)  
Y2 and Y6 interim framework writing sheets

### **Location of Summative Assessment**

**EYFS** - learning journeys and workbooks.

Tapestry formative and summative

Insight – 17 areas baseline plus 3 x a year

End of EYFS upload to SIMS in school office for export to LA and to Insight

### **KS1 and KS2**

**Pupil Evidence Folders (minimum of 3 per year):**

NGRT Reading Age plus Test Sheet (as appropriate)

Salford Reading Age (1 sheet per year as appropriate)

Vernon Spelling Age and Test Sheet

Rising Stars assessments for science, reading comprehension and grammar

White Rose assessments for maths (3 x a year)

Writing attainment based on independent writing assessed against Broad Chalke assessment for writing (6 x a year) but Interim Framework for Y2 and Y6.

KS1 Letters and Sounds phases for spellings (as appropriate)

### **Years 1, 3, 4 and 5 use the Broad Chalke Assessment for writing**

We use summative assessment and record children as **below, just below, on track or greater depth on Insight**. More detailed evidence is on the Broad Chalke Assessment for writing sheets kept in the pupil writing books. Y2 and Y6 have sheets to track evidence against the interim framework. EYFSP, KS1 and KS2 SATS can all be uploaded from SIMS to Insight.

### **Retention of Evidence**

Assessments need to be kept for the current year plus one year. At the end of each year, teachers should ensure that the pupil evidence folders from their current class are passed on to the next teacher and the assessments which they received at the beginning of the year are then destroyed. Evidence across a range of books for Y6 SATS writing assessment is kept and then destroyed one year after the pupils have left the school. Assessments can be recycled but any lists or work with names on must be shredded.

### **IMPACT**

**Assessment helps pupils gain confidence as learners by:**

Celebrating what our pupils can do, know and understand. Pupils are motivated by:

- Praise
- High standards
- Sharing excellence with the school community
- Positive and constructive feedback
- Clear expectations

### **Formative and Summative Assessment**

We believe that formative assessment raises standards and summative assessment provides data for comparison and measuring progress. We believe that for assessment to be formative

the feedback information has to be used. Both formative and summative assessment have impact when the data is used to target improvement.

### **Formative Assessment Occurs Through:**

- Clarifying learning intentions at the planning stage
- Sharing these learning intentions at the beginnings of lessons
- Involving children in self-evaluation against learning intentions e.g. traffic lights in maths
- Focusing oral and written feedback around the learning intentions
- Giving immediate feedback
- Appropriate questioning
- Raising children's self-esteem by the use of praise and celebration
- Marking work with next steps where appropriate
- Listening to readers and giving advice on strategies
- In EYFS, observing children engaged in independent and self-directed activities and using this to guide children to develop their understanding.

### **Reporting To Parents**

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. We hold parent/teacher interviews three times per year.

We send parents an annual formal written report with targets for future learning.

In Years 2 and 6, we also send parents results of the KS1 and KS2 SATs.

In Y1 and Y2 (if appropriate) the phonics test results are reported to parents.

### **Feedback to Pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Feedback can be oral or written as appropriate. We believe in making positive statements and improvement suggestions.

### **Target Setting**

The Headteacher sets targets alongside class teachers in July for pupils due to enter Years 1 to Year 6 in the core subjects, which are then compared to actual end of year performance.

### **Analysing Assessment**

EYFS baseline is currently established using BASE. This information is used to feed into Insight to track progress and attainment using the bands of developmental months. ASP is used to analyse attainment of Y2 pupils and attainment and progress of Y6 pupils. We compare our data for EYFS, Y1 (phonics test) Y2 and Y6 to LA and National data. We analyse the attainment of all year groups using 3 data drop points a year.

### **Children with Special Needs**

Children at SEN Support will have a My Support Plan, or those children with an EHCP, will have a My Plan. This will be reviewed in consultation with the child and the child's parents as specified in the Code of Practice. Support plans are working documents so will be kept by the class teacher in the SEN class folder. Any professional reports need to be initialed as read then passed back to the SENCO to be kept in the school office. If necessary P levels can be used for assessment or we could assess against the objectives for a different year group if appropriate.

### **Monitoring and Review**

The assessment coordinator (the Headteacher) is responsible for monitoring this policy.

Ratified by FGB

Spring 2013

Reviewed

Spring 2015, Aut 15, Aut 16, Spring 17, Summer 17, 18, 19

Next review due:

Summer 2021

**Broad Chalke Primary School**  
**Timetable for Testing and Data Input**

Assessment with Insight will be 3 times a year in term 2, 4 and 6. However, we only track SUMMATIVE assessment not individual objectives.

Date	Action	Complete
<b>Term 1:</b>		
Beginning of September	<ul style="list-style-type: none"> <li>• Intervention programme to start based on July's data and discussion with SENCO.</li> <li>• New children assessed.</li> <li>• Reading Ages assessed using the SSRT (Salford), paper Autumn A &amp; NGRT tests (see <b>attached sheet</b> for full instructions on testing). <i>Please note:</i> <ol style="list-style-type: none"> <li>1. All children do Salford reading accuracy test until they reach 10.6 but only do comprehension part of Salford until children score 7.6 (after which they will be doing NGRT for comprehension). However, the Salford reading accuracy test should be continued until a score of 10.6 is achieved (even though the maximum score is 11.3).</li> <li>2. Children begin using NGRT test when they reach 7.6 on <b>both</b> the reading and comprehension test on the Salford.</li> </ol> </li> <li>• Spelling Ages assessed using Vernon spelling test.</li> <li>• Results for reading and spelling put on network.</li> <li>• EYFS BASE line assessment plus put baseline on Insight</li> <li>• Y5 CATs</li> </ul>	
End of September		
October	<ul style="list-style-type: none"> <li>• SEN provision map on network.</li> <li>• Any 'My Support Plans' to be completed &amp; put on network.</li> <li>• Independent writing, assessed against Broad Chalke Assessment for writing objectives on paper / National Curriculum Y2 &amp; Y6. Y6 show evidence of independent improvements using purple pens.</li> </ul>	
<b>Term 2:</b>		
November	<ul style="list-style-type: none"> <li>• Feedback for independent writing given individually.</li> </ul>	
December	<ul style="list-style-type: none"> <li>• Rising Stars comprehension, grammar</li> <li>• White Rose maths tests (Y1 practical maths assessment)</li> <li>• Independent writing (assessed against Broad Chalke Assessment for writing / NC)</li> <li>• <b>Summative assessment on Insight for KS1 &amp; KS2 maths, reading, writing and science before end of term 2.</b></li> <li>• <b>EYFS summative 17 areas on Insight</b></li> </ul>	
<b>Term 3:</b>		
January	<ul style="list-style-type: none"> <li>• Spelling Ages Vernon test.</li> <li>• Reading Ages using Salford (Spring B) (mainly KS1)</li> <li>• Put above data on network. <i>(This data is needed to assess progress for intervention strategies. If the children are not making progress then the strategy should be reviewed.)</i></li> <li>• Update SEN provision maps and My Support Plans.</li> <li>• Independent writing (assessed against Broad Chalke Assessment for writing / NC)</li> </ul>	
<b>Term 4:</b>		
February	<ul style="list-style-type: none"> <li>• Rising Stars comprehension, grammar</li> <li>• White Rose maths tests (Y1 practical maths assessment)</li> </ul>	

	<ul style="list-style-type: none"> <li>Independent writing (assessed against Broad Chalke Assessment for writing / NC)</li> </ul>	
March	<ul style="list-style-type: none"> <li>Independent writing (assessed against Broad Chalke Assessment for writing / NC)</li> <li><b>Summative assessment on Insight for KS1 &amp; KS2 maths, reading, writing and science before end of term 4.</b></li> <li><b>EYFS summative 17 areas on Insight</b></li> </ul>	
<b>Term 5:</b>		
May	<ul style="list-style-type: none"> <li>National tests for years 2 and 6.</li> <li>Independent writing (assessed against Broad Chalke Assessment for writing / NC)</li> <li>Update SEN provision maps and My Support Plans.</li> <li>Submit teacher assessments for year 6 SATS.</li> </ul>	
<b>Term 6:</b>		
June	<ul style="list-style-type: none"> <li>Rising Stars comprehension, grammar</li> <li>White Rose maths tests (Y1 practical maths assessment)</li> <li>Independent writing (assessed against Broad Chalke Assessment for writing / NC)</li> <li><b>Summative assessment on Insight for KS1 &amp; KS2 maths, reading, writing and science before end of term 6</b></li> <li><b>EYFS summative 17 areas on Insight</b></li> <li>Year 1 phonics screening test (and year 2 if appropriate).</li> <li>Submit EYFS data to LA and transfer to Insight</li> <li>KS1 data submitted to LA.</li> <li>Year 1 and year 2 Phonics submitted to LA.</li> <li>Spelling ages using Vernon test.</li> <li>Reading ages using Salford (Summer C) and NGRT.</li> <li>Put reading and spelling ages on network.</li> </ul>	
July	<ul style="list-style-type: none"> <li>Foundation Stage Profile completed. (Annual Report for will state if children are emerging, expected or exceeding)</li> <li>Annual reports to parents which state if the child is working towards the expected standard, at the expected standard or at greater depth standard.</li> <li>Review and set targets.</li> </ul>	
<b>Assessment of other subjects</b>		
<b>SCIENCE</b>	5 x Rising Stars assessments at end of each unit of work. Teacher assessment informed by Rising Stars assessments to be put on Insight 3 x per year.	
<b>RE</b>	3 assessments per year. Example of HA, MA and LA work to be given to coordinator together with assessment sheet. Attainment to be put on network at the end of the year.	
<b>ICT</b>	3 assessments per year. Example of HA, MA and LA work to be put in central ICT folder together with assessment sheet.	
<b>PSHE</b>	3 x pupil forum discussion sheets to be completed at request of coordinator. Completed forms to be returned to coordinator.	

## Reading Assessments

### SSRT (Salford Sentence Reading Test)

This is the test that has replaced the old Salford Reading Test. The assessment now includes two tests, a reading accuracy test and a comprehension test.

The test should be undertaken individually with children three times a year, as follows:

Time	Test Card
Term 1 - September	Autumn A
Term 3 - January	Spring B
Term 6 - June	Summer C

Only do the comprehension part of the test until children score 7.6, (after which they will be doing the NGRT), however the reading accuracy test should be continued until a score of 10.6 is achieved (even though the maximum score is 11.3).

### NGRT (New Group Reading Test from NFER)

This test should only be done twice a year. The following table shows the recommended levels to use for different year groups.

NGRT Test	Standardised Age Group	England and Wales
Test 1	5:00-7:05	Y1
Test 1B	5:00-7:06+	Y1-Y2
Test 2A/2B	6:00-11:00+	Y2-Y4
Test 3A/3B	9:00-15:00+	Y5-Y8
Test 3C	9:00-14.03+	Y5-Y8
Test 3D	8:00-12.02+	Y4-Y6

Year	Autumn Test September	Summer Test June	Notes
Y1	1	1	<b>Only</b> to be sat by children who have scored 7.6 on the SSRT (both reading <b>and</b> comprehension)
Y2	2A	2B	<b>Only</b> to be sat by children who have scored 7.6 on the SSRT (both reading <b>and</b> comprehension)
Y3	2A	2B	Weak readers (teacher's discretion) to sit 1
Y4	3D	3C	Weak readers (teacher's discretion) to sit 2A then 2B
Y5	3A	3B	Weak readers (teacher's discretion) to sit 3D then 3C
Y6	3A	3B	Weak readers (teacher's discretion) to sit 3D then 3C