



Pikes Lane Primary School Assessment Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Policy Leader: Mrs McCaffrey
Linked Governor Sub Committee: Standards
Last Updated: 19th September 2017
Review Date: September 2018



Assessment SOP 2017-2018

Attainment:

Using scaled scores

Children in classes from Year 1 to Year 6 will be assessed half-termly using scaled scores:

<u>SEN pupils</u> SEN pupils with severe to moderately severe learning difficulties INAs who have NO English and who currently struggle to make progress (likely to have SEN)	70	Equivalent to P-Scales
	73	Foundations of the expected standard for that year group
	76	Early development of the expected standard for that year group
	79	Growing development of the expected standard for that year group
<u>ALL other pupils</u> Including INAs who are capable of making progress quickly *It is possible to attain 80 if only a few marks are achieved in a test.	80 – 89	Very low ability
	90 – 99	Low to lower average ability
	100 – 105	Average ability
	106 – 109	Higher average ability
	110 – 115	Higher ability
	116 – 120	More able

As children who are moving up from EYFS to Year 1 have been assessed using Early Learning Goals, their level of development will be converted into a scaled score as follows:

ELG		Scaled scores
Emerging	30-50 c	70
	30-50 b	73
	30-50 a	76
Emerging	40-60 c	80
	40-60 b	85

	40-60 a	90
Expected		100
Exceeding		110

The process of awarding a scaled score for pupils in Key Stage 1 and Key Stage 2 varies slightly per year group, as follows:

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Reading and maths	Using both test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	Rising Stars or PIRA/PUMA Using both test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	Rising stars or PIRA/PUMA Using both test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	TWINKL Tests (Reading/maths) Using both test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	Phonics screening test TWINKL tests Using bot test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.
Writing	Writing: a selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately a third of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS		Writing: a selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately two thirds of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS		Writing: a selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately all of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Reading Maths SPAG		Complete 2016 Papers Using both test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.		Complete 2017 Papers Using both test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	Complete 2018 SATs paper Using bot test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.
Writing	A selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately a third of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS every half term.		A selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately two thirds of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS every half term.		A selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately all of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS every half term.

KS2: Year 3- Year 5

	Oct	Nov	Dec	Jan	Feb	March/April	May	June
Maths		Test base mid year	Rising Stars A			Rising Stars B	Rising Stars C	Test base end of year
Reading		Test base mid year	Rising Stars A			Rising Stars B	Rising stars C	Test base end of year
SPAG	Grammarsaurus Aut	Test base mid year	Rising Stars A	Grammarsaurus Spring	Grammarsaurus Summer	Rising Stars B	Rising Stars C	Test base end of year
Writing	A selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately a third of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS every half term.			A selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately two thirds of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS every half term.			A selection of different genres of writing should be used to highlight the Lancs writing grid. Approximately all of the grid would equate to 100, use comparisons between pupils and teacher judgements to generate scaled scores for each pupil and input in SIMS every half term.	
Input monthly scores and other class progress information into score trackers.								
Autumn 1	Autumn 2		Spring 1		Spring 2		Summer	
Using a best fit from monthly test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	Using a best fit from monthly test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.		Using a best fit from monthly test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.		Using a best fit from monthly test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.		Using a best fit from monthly test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	
End of Autumn			End of Spring			End of Summer		
Question level analysis for reading and maths			Question level analysis for reading and maths			Question level analysis for reading and maths		

KS2: Year 6

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
SATs 17	PIXL 1	Rising Stars A	SATs 16	Rising Stars B	PIXL 2	Rising Stars C	SATs 2017	SATs 2018
Input scores and other class progress information into score trackers.								
Autumn 1	Autumn 2		Spring 1		Spring 2		Summer	
Using a best fit from monthly	Using a best fit from monthly		Using a best fit from monthly		Using a best fit from monthly		Using a best fit from monthly	

test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.	test results and teacher judgements (influenced by the Lancs grids) input scaled scores into SIMS.
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End of Autumn		End of Spring		End of Summer
Question level analysis for reading and maths		Question level analysis for reading and maths		Question level analysis for reading and maths

Progress

Progress will be calculated in two ways:

1. The difference between the child's EYFS or Year 2 baseline and their current scaled score (overall progress)
2. The difference between the scaled score that child entered their new class with and their current scaled score (in-year progress)

Minus figures			Zero figures			Plus figures		
This will indicate that the pupil is not working at a level below their prior capabilities, as their current scaled score is lower than their Year 2 baseline.			This will indicate that the pupil is working at a very similar level to their prior capabilities, as their current scaled score is the same as their Year 2 baseline.			This will indicate that the pupil is working at a level above their prior capabilities, as their current scaled score is higher than their Year 2 baseline.		
Baseline	Current scale	Progress	Baseline	Current scale	Progress	Baseline	Current scale	Progress
102	100	-2	102	102	0	102	104	+2
Below average progress			Average progress			Better than average progress		

Marking:

Marking should be part of a continuous process to show children where the child either how to progress with their learning and/or to draw attention to mistakes/misconceptions. This process is made possible through the use of check or challenge tasks: checks ask the child to correct errors by trying again and challenges push learning further by giving the pupil more to think about.

Comments should be positive and constructive, showing the child the way forward; marking should also be undertaken as soon as is possible after the work is completed.

Expectations of **Basic Skills** (Handwriting, presentation and spelling) should always be high and mistakes must be picked up on and pupils asked to correct/improve.

All marking comments should be responded to by the child. Time needs to be given for this. For example, at the very start of a lesson or as an 'early morning task'. This should then be acknowledged by teachers by using a quick black tick.

Where possible (particularly in Key Stage 2), it is advisable to engage pupils in marking their own work.

The following guidelines should be followed when marking:

	Maths	VCOP	Theme/ Science/RE	Big Writes	Reading Journals	Handwriting	Homework/ Spellings	
	Teacher marking in BLACK accompanied by highlighting (Pink to make you think/green is great) Basic skills must always be picked up on (see notes below) Marking slips can be used where necessary to save making repetitive comments Pupil marking in GREEN Pink comments responded to in GREEN							
LKS2	Mistakes should be identified using a pink 'check'. If possible, draw attention to the misconception using pink highlighting. This encourages the child to reflect on their own mistakes. Sometimes it may be necessary for you to explain what has gone wrong, either verbally or in writing. If no mistakes are made, pink challenges should be set. These can either be set at the end of a task or throughout the lesson when the children engage with RSG. Where possible (particularly in Key Stage 2), it is advisable to engage pupils in marking their own work. This is especially the case in maths, when children can easily check their own calculations. If the WALT has been achieved highlight it in green. If not, highlight		Highlight/mark within the text as you read. Green for great, pink for things that need to be edited and improved. Where a full sentence/paragraph needs improving there should be space for the pupil to do this on their BW S2S. Children should have already 1-2-3 checked their writing and drawn your attention to tidgy targets using golden Ts. Mark basic skills, encouraging pupils to correct their own mistakes where possible. Highlight the TTs in either pink or green, dependent on whether or not they have been achieved. Set two new TTs based on gaps AND targets (one may		Pink check or challenge comments should be made where appropriate (this wont ALWAYS be the case). Green can be used to celebrate where appropriate. Children should be encouraged to reflect on their own work, editing and improving answers in green, where possible		Inaccurate joins can be identified using pink highlighting. If there are no mistakes, a black tick will suffice. Quick marking: ticks or crosses in black. Where possible, ask the children to mark their own in green. Mistakes should be corrected.	
UKS2								

	<p>in pink. Green comments can be made where appropriate, i.e. if you are really impressed with a particular skill. When children have responded to marking comments, you should check corrections/mini tasks are done appropriately and quickly acknowledge with a black tick.</p>	<p>suffice for SEN/INA pupils). Check that pinks are corrected and that the edit and improve section has been done accurately.</p>			
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- The following **codes** should be used when marking work, children
 - **G** (guided) written on the piece of work if there has been support given, or the use of a stamper with this information on
 - If a TA/Cover Supervisor has taught the session, then they should initial it
 - A small **wobbly line** indicates grammatical inaccuracy
 - An **arrow** indicates a missing word
 - A **circle** indicates missing punctuation
 - **Underlining** indicates a spelling mistake
 - If children are capable/in older age phases they should be taught to self correct any mistakes/make alterations in green
- Work completed when a supply teacher has been in class, should be marked by the supply teacher unless the teacher has stated otherwise. Our marking policy will be shared with supply teachers as they sign in at the office.
- Teaching Assistants have been given the marking policy and understand that any work completed with them must be marked by them unless the teacher has stated otherwise. BIG writes however, must be marked by the teacher.
- If TAs cover a full lesson, they should mark the work completed. Where possible though, teachers should strive to reduce this workload, e.g. planning work that can be self-marked. If they only cover a section of a lesson, they cannot be expected to mark the work of the whole class, only the group they worked with

Assertive Mentoring / Target Setting:

Assertive Mentoring meetings should take place in the first week of each term.

Parents will be invited to Assertive Mentoring Meetings, which will replace the Parents Evening Format. Children must be present during this meeting. The following things will be discussed at the meeting:

- The pupil's attitude to learning: effort/homework/punctuality/uniform etc with be highlighted using the traffic light system
- The pupil's scaled scores: their targets, their entry score and their current scores in reading, writing and maths (SPAG too from Y2-Y6).
- The pupil's progress through their maths, SPAG and reading passports, paying particular attention to the objectives that they have not yet achieved

- Any other issues/concerns about the pupil

British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.