



Scotts Primary School

Imagine with all your mind...

Believe with all your heart...

Achieve with all your might.

ASSESSMENT POLICY

Healthy, happy,

sociable young people

Self motivated, positive

and aspirational

Confident, independent learners

Respectful, responsible,

global citizens

Inclusive community

Caring, healthy, safe environment

Life long, enriching experiences

Creative, stimulating learning opportunities

The school's assessment system

The school's assessment system for reading, writing and maths is based upon the Symphony Assessment system and the borough's electronic system of assessment (SIMS). Teachers use documents produced by Symphony to assess pupils' skills, knowledge, understanding and depth of learning (mastery) in the core subjects.

Non-core subject plans include 'I can' statements which are used to assess each topic/unit covered and to support end of year age-related expected outcomes. Pupil end of topic/unit self-reflective activities have also been developed to support teacher assessments in these subjects. Elements of challenge have been identified in each subject area and these are being used to extend the more able pupils.

All data collected is inputted into SIMS and analysed to ensure that all pupils make the required progress. It supports the identification of individuals and groups who may not be making the required progress or highlights those pupils who are making accelerated progress.

PUPIL PROGRESS:

From end of year results, we identify pupils in slow progress/stuck and regressed groups for maths, reading and writing.

These are pupils who fail to make the expected progress in any one year (which for Year 2016-17 is 6 points).

These children will form the targeted focus groups and **may include pupils at all levels of ability, since it is achievement NOT attainment that is being targeted**. Targeted children may be supported in class, out of class or both. **In all cases targeted children will be given individual targets, which are sent home with a covering letter, discussed at parents' evenings and regularly reviewed between the class teacher, pupil, parents and inclusion team.**

Other pupils may also be included, such as those pupils who you feel may benefit from targeted support (children who are performing well below the national expectations for their age), slow-moving children, or if the groups are too small, a selection of pupils across the ability range. In some cases where pupils have made an accelerated rate of progress and support has been highly successful we may wish to continue this should resources allow it.

TRACKING:

All children are placed on pupil tracking grids so that teachers know their starting points at the beginning of the year, and their progress in reading, writing and maths is updated each term.

The children are also tracked from key points eg end of EYFS and KS1. Children who achieved a 3 in the EYFS for reading, writing or maths are expected to be attaining above age related expectations in those subjects each year.

Any children achieving Mastery or Exceeding at the end of KS1 would be expected to be attaining at above age related expectations throughout Years 3 -6.

Similarly, a child who achieved a L2a/3 at the end of KS1 (using the old assessment system) would be expected to be attaining at above age related expectations throughout Years 3 -6.

Any child whose progress does not follow this path will be targeted and provided with additional support to enable them to fulfil their potential.

PROCESS:

The format of the year is as follows:

SUMMER TERM II

END OF YEAR PHASE REVIEW: Phase review meetings are held to collect pupil tracking data and review progress with teachers. This is a review of the year and an opportunity for teachers to consider which strategies worked and which did not. **This needs to be noted down on the APP grids along with the latest teacher assessment**, so that work that has been successful can be repeated. Scrutiny of the progress of vulnerable pupils will be key at these meetings.

This information is passed on to the HT at the pupil progression meeting and recorded on the School's tracking system.

The Inclusion Team must have input and they **will review targets** with class teachers prior to phase review meetings and handover meetings. Meetings are to be arranged and facilitated by Phase Leaders. The inclusion team will regularly review pupil progress with teachers throughout the year and this will be at least half termly.

At the end of the summer term progress and targets can be reviewed with parents. Targets are discussed with the child and then signed off.

HAND OVER MEETINGS will take place towards the end of the year, between class teachers. Discussion will take place around pupil progress and in particular focus pupils and their targets (including barriers to learning, strategies in class etc). Targets should be reviewed, signed off and new targets set (if appropriate).

AUTUMN TERM I

(Refer to assessment table for specific assessment materials)

Initial Phase group meeting - in first 3 weeks of term.

NB: at the beginning of the new academic year, focus pupils may have targets carried over from the previous year or the teacher may want to set new targets.

Teachers meet with phase group leader/HT to discuss needs of the targeted children and generate an action plan (much of this will have been completed in the summer term hand over meeting – but may need quality assurance). Discussion will be around:

- Barriers to learning
- Strategies to use in the classroom

- Interventions either within or outside of the classroom
- Target check

The Inclusion Team will collect targets for pupils and liaise with staff to complete a timetable based on priority of need. The sooner targets are shared, the sooner the pupils can be supported.

Targets must be shared with pupils so that they know what they are working towards. **Targets should be specific, measurable and achievable.** The pupils should know: what they need to do/how they will meet their targets; how well they are progressing towards their targets and be able to identify when their targets have been met. **Seek input from the inclusion team and/or your Phase Leader if unsure.**

It is vital that parents and targeted pupils have copies of the pupil targets, with the attached accompanying letter, sent home in the first 3 weeks of the new academic year. This ensures that progress can be shown against targets by the end of the term's parents' evening. It is vital that we keep parents in the loop as the system is more effective this way.

NFER (SALFORD for Year 1) tests will be used to assess reading in the first three weeks of term. This will be used to catch anyone who may have 'slipped through the net' during end of year testing.

AUTUMN TERM II

(Refer to assessment table for specific assessment materials)

Formal testing of mathematics and reading will take place towards the end of the term and APP will be used to support assessment in writing. APP grids will be used on a regular basis for reading, writing and maths (focus group children) to assess pupil progress and inform planning.

PHASE GROUP MEETINGS will be timed to occur just before parents' evenings in October.

Discussions will be around the progress made by targeted pupils, what is working well and what needs to be changed or implemented. Pupil data will need to be added to the pupil tracking grids for collection so that this can be used to update the School's tracking system. In addition, these meetings will be used to moderate examples of childrens' work to ensure accuracy of teacher assessment. Staff meeting time will be set aside to help teacher assess writing although the expectation is that APP is an ongoing form of assessment for reading, writing and maths and should be done throughout the term. The Inclusion Team will work alongside the class teacher, ensuring that children receiving out of class support are given regular (3 weekly) updates on individual pupil progress against set targets. Review of targets may lead to some targets being removed and others added. **There must be agreement between the Inclusion Team and Class Teacher before this occurs and a mid term report sent home when there is any mid-term change to targets. The Inclusion Team will send this.**

Feedback and pupil progress data will be given to the HT at PUPIL PROGRESSION MEETINGS (after phase meetings) and pupil progress will be linked to performance review.

Pupil progression meetings should be attended by the SENCo.

Pupil data will be added to the School's tracking system.

The AUTUMN TERM PARENTS' EVENING will follow phase leader meetings and data updates, so that targets and information are up to date. Targets should be reviewed and either signed off by parents, pupils and teacher, or if not met, continued into the next term.

HT will update APP grids and tracking system.

PDRS

Discussions around the progress of APP pupils and how well whole class targets are being met will be an important part of the PDR process.

Pupil targets and professional development targets will be set at PDR meetings.

SPRING I

(Refer to assessment table for specific assessment materials)

The agreed new targets must go out to parents within the first 2 weeks of the new term.

PHASE GROUP MEETINGS will take place and discussions will be around the progress made by targeted pupils, what is working well and what needs to be changed or implemented. In addition, this meeting will be used to moderate examples of children's work to ensure accuracy of teacher assessment.

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Feedback and pupil progress data will be given to the HT at PUPIL PROGRESSION MEETINGS (after phase meetings) and pupil progress will be linked to performance

review. Pupil progression meetings should be attended by the Inclusion Manager. Pupil data will be added to the School's tracking system.

The **SPRING TERM PARENTS' EVENING** will follow phase leader meetings and data updates, so that targets and information are up to date. Targets should be reviewed and either signed off by parents, pupils and teacher, or if not met, continued into the next term.

HT will update APP grids and tracking system.

SUMMER I

(Refer to assessment table for specific assessment materials)

The agreed new targets must go out to parents within the first 2 weeks of the new term.

PHASE GROUP MEETINGS will take place and discussions will be around the progress made by targeted pupils, what is working well and what needs to be changed or implemented. In addition, this meeting will be used to moderate examples of childrens' work to ensure accuracy of teacher assessment.

SUMMER II

(Refer to assessment table for specific assessment materials)

Formal testing will take place during this term and will be used alongside APP. **Teachers' professional judgement will still be taken into account and may override outcome of tests.**

Scores to be collected on results grids and given to HT and Phase Leaders for tracking purposes.

PDRS

Discussions around the progress of APP pupils and how well whole class targets are being met will be an important part of the PDR process.

Pupil targets and professional development targets will be reviewed at PDR meetings.

SENS:

Pupils will be compared to LA thresholds for School Support and will not be placed on the school's own SENs register unless there is agreement at SLT level. Pupils progress at different rates and are likely to plateau at some point in their education - this does not mean that they are SEN.

APP:

APP in reading and writing

APP should be used as an ongoing formative assessment tool for **all** children. It should inform planning and help you to see very clearly the next steps for pupil learning. Each APP child should have their own APP levelling document which should be annotated when the child achieves an objective. Annotations should be dated so that it can be used for evidence (in the case of writing, it may be helpful to state which book the evidence is in). Once the child has achieved the objective three times, assume then that the child is secure.

At the end of each term, assess the pupils to best fit.

Reading

During guided reading sessions APP grids will be used to assess pupils progress by both the class teacher and the teaching assistant.

Writing

Writing should be assessed across a range of subjects – remember to state which book the evidence is in. Assessment should be ongoing throughout the term, not just at the end – this will help to **inform planning**.

Mathematics

APP only needs to be done for target pupils (which forms the focus group). If there are too few pupils in the focus group then a cross section of pupils should be used. Termly tests are used to assess whole cohort. Additionally, class teachers will administer half-termly assessments to review and analyse their recent progress.

Class Targets

Whole class targets are set based on areas for development in English and mathematics. Expectations for the end of each academic year are set and this is what the class teacher and pupils should aim for.

Reviewed September 2016

Assessment timetable

Autumn	Spring	Summer
<p>Maths</p> <p>Y1-6 Abacus half termly assessments Y3-5 Old NFER assessment Y2&Y6 SATs</p> <p>APP should be completed for all focus group children.</p>	<p>Maths</p> <p>Y1-6 Abacus half termly assessments Y3-5 New NFER assessment (Need to order) Y2&Y6 SATs</p> <p>APP should be completed for all focus group children.</p>	<p>Maths</p> <p>Y1-6 Abacus half termly assessments Y3-5 NFER assessment Y2&Y6 SATs</p> <p>APP should be completed for all focus group children.</p>
<p>Reading</p> <p>Y1- Salford reading Y1- APP (Guided reading) Y2-6 NFER assessment (This will determine their reading age). Y3-5 Old NFER assessment Y2&6- SATs</p> <p>Guided reading folders to be updated on a daily basis (APP)</p>	<p>Reading</p> <p>Y1- APP (Guided reading) Y3-5 New NFER assessment (Need to order) Y2&Y6 SATs</p> <p>Guided reading folders to be updated on a daily basis (APP)</p>	<p>Reading</p> <p>Y1- APP (Guided reading) Y3-5 NFER assessment Y2&Y6 SATs</p> <p>Guided reading folders to be updated on a daily basis (APP)</p>
<p>Writing</p> <p>APP for all children Half termly moderation</p> <p>Please remember to use your APP grids on a daily basis. These grids should support your teacher assessment and planning. Subject leaders will monitor these grids regularly.</p>	<p>Writing</p> <p>APP for all children Half termly moderation</p>	<p>Writing</p> <p>APP for all children Whole school writing moderation</p>



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Head Teacher: Mrs J Taylor

Ofsted
Outstanding
2008|2009



AUTUMN TERM,

Dear Parents,

I am writing to let you know that we are continuing to run our pupil support work over the course of this academic year. This work is based on our target setting system which we use to improve the rate of progress that our pupils make. We have identified your child as someone we think has the potential to work at a higher level and we would like to, with your support, set targets for your child to push them on and develop their learning further.

We have found from previous trials that this system works best when children are supported at home as well as at school, so anything you can do to help us to help your child meet these targets would be very helpful. We aim to keep you up to date on your child's progress against these targets at parents' evenings, although you are welcome to contact your child's class teacher if you have concerns outside these times. Your child's class teacher will be sending a copy of some targets that your child will be working towards this term.

If you have any queries or would like to know more, whether it be about updates on progress or simply to find out more about how we work with your child in school, then please speak to either myself or your child's class teacher.

Kind regards,

Mrs Jan Taylor
(Head Teacher)



INVESTORS IN PEOPLE



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Recognising the importance
of dialogue in schools