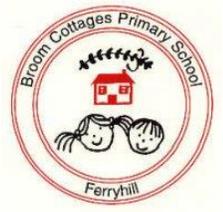


Broom Cottages Primary School



Policy for Assessment





Broom Cottages Primary School

Assessment Policy

Introduction

Assessment is an integral part of the teaching and learning process and since September 2015, there has been a huge shift in the way pupils are assessed on a day to day basis and at the end of each key stage. This is to tie in with the New National Curriculum that became statutory for all Key Stage 1 and Key Stage 2 year groups from the beginning of the 2015-2016 academic year. It required a completely new way of thinking for schools, and assessment procedures, the records we keep and the reports produced based on data now look very different to how they did before these changes were introduced.

Assessment without levels

The Department for Education's Rationale

The DfE announced back in 2015 that there would no longer be National Curriculum levels and that schools would have to set up their own way of assessing pupils. At the time, we spent a long time researching various different methods of assessing pupils, and we had demonstrations of various commercial software tracking systems. Almost all of the systems used the same format, which was similar to the system used in the Early Years and Foundation Stage. This was to take the end of year expectations for each year group and to split them into categories as follows:

- Emerging— Yet to be secure in the end of year expectations.
- Expected—Secure in the majority of the end of year expectations.
- Exceeding—Secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

Under the old levels system, children who were exceeding might have moved into the next level. It is now the expectation that children who are in the exceeding bracket will add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. Commonly, this phase of learning is referred to Mastery and Depth. This means that only exceptional children may move into working towards the end of year expectations from the year above. Similarly, children who are unlikely to be emerging at the end of the year may work towards the expectations from the year below.

September 2018

Summative assessment at Broom Cottages

As schools are now free to use their own assessment systems and use terminology of their choice, at Broom Cottages, we have taken the decision to use the following categories:

- Emerging (Em)
- Emerging plus (Em+)
- Developing (D)
- Developing plus (D+)
- Secure (S)
- Secure plus (S+)
- Mastery (M)

The rationale for using these additional stages is that it will enable school to demonstrate smaller steps of progress.

These summative judgements will be made on a half termly basis following regular formative assessment. The judgements will be entered into OTrack, the online data management tool the school has subscribed to. OTrack is programmed in such a way that it will suggest summative judgements based on the percentage of objectives achieved at green or purple level (see formative assessment) within a given programme of study though staff should always use their professional judgements and knowledge of children on a day to day basis before entering data for their classes.

The table below shows the percentage of objectives to be achieved in a within a given programme of study for each summative judgement to be made.

<u>SUMMATIVE JUDGEMENT</u>	<u>FROM (%)</u>	<u>TO (%)</u>
Em	1	20
Em+	21	35
D	36	50
D+	51	69
S	70	80
S+	81	94
M	95	100

Formative assessment at Broom Cottages

Running alongside OTrack is a system called Class Track. This is the formative assessment tool which all staff are expected to update regularly. Judgements are made against specific objectives or teaching foci using the colour coded system outlined below:

- Grey:** The child was absent or did not access the objective.
- Red:** The child is starting to show some understanding of the objective e.g. can do this with support; is unlikely to be able to perform this independently on a subsequent occasion.
- Amber:** The child has met the objective and understands it sufficiently to repeat this independently.
- Green:** The child has met the objective completely and can apply independently (in a range of contexts).
- Purple:** This judgement is made only in exceptional circumstances when the child has previously shown a green level of performance and clearly has exceeded year group expectations and mastered the skill.

Assessment at this stage should be used constantly to help staff plan the next steps in teaching and where necessary, identify areas of intervention so that all children have every opportunity to achieve success.

Assessment at each Key Stage

Reception

- Assessment in reception is based around the statements from the EYFS profile.
- This assessment process begins with the completion of a baseline assessment of each child against the seventeen areas of learning listed:

Communication and language

- Listening and attention
- Understanding
- Speaking

Physical development

- Moving and handling
- Health and self-care

Personal, social and emotional development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measures

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and using media and materials
- Being imaginative

- This initial assessment is completed 'in house' and is moderated alongside the nursery teacher/EYFS lead.
- The baseline assessment will result in a judgement being made that forms part of each child's baseline profile. By having a good understanding of each child's abilities when they start school, staff will be able to measure their progress.
- EYFS Profile: The EYFS profile assessment is carried out in the final term of Reception. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:
 - i) inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning
 - ii) help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child

Expectations at key points across the Early Years.

Nursery

Start of Year Baseline	From 22-36 S	To 22-36 S
Autumn Mid Term	From 30-50 B	To 30-50 B
Autumn End of Term	From 30-50 B	To 30-50 B
Spring Mid Term	From 30-50 D	To 30-50 D
Spring End of Term	From 30-50 D	To 30-50 D
Summer Mid Term	From 30-50 S	To 30-50 S
Summer End of Term	From 30-50 S	To 30-50 S

September 2018

Reception

Start of Year Baseline	From 30-50 S	To 30-50 S
Autumn Mid Term	From 40-60+ B	To 40-60+ B
Autumn End of Term	From 40-60+ B	To 40-60+ B
Spring Mid Term	From 40-60+ D	To 40-60+ D
Spring End of Term	From 40-60+ D	To 40-60+ D
Summer Mid Term	From 40-60+ S	To 40-60+ S
Summer End of Term	From 40-60+ G	To 40-60+ G

Phonics Screening Check, Year 1

- The Phonics Screening Check demonstrates how well children can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.
- The checks consist of 40 words and non-words that the children will be asked to read one on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules the children have been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- The children will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.
- Children who do not meet the required standard in Year 1 will be rechecked in Year 2.

KS1 English, Year 2

Reading

• The reading test is comprised of two components; one integrated reading and answer booklet and one separate reading booklet with an associated reading answer booklet. Children will have access to all components but teachers can stop the child at any stage of the test that they feel is appropriate for that particular child. The total testing time is approximately 60 minutes.

Grammar, Punctuation and Spelling

• Children will sit two papers:

Paper 1 – Spelling, 20 questions, 20 marks.

Paper 2- Grammar, Punctuation and Vocabulary questions.

Writing

There is no formal writing test. Judgements are made based on ongoing teacher assessment against a set of criteria outlined by the Standards and Testing Agency. For the academic year 2018-2019, this is detailed below:

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

KS1 Maths, Year 2

- Children will take two maths papers:

Paper 1, arithmetic, 15 marks, 15 minutes, context free calculations.

Paper 2, fluency, solving problems and reasoning, 35 marks, 35 minutes.

September 2018

A range of contexts, 5 questions at the start will be aural, and in the approximate order of difficulty. The paper will include the following types of questions: selected response, multiple choice, matching, true–false.

Key Stage 1 Science, Year 2

There is no formal science test. Judgements are made based on ongoing teacher assessment against a set of criteria outlined by the Standards and Testing Agency. For the academic year 2018-2019, this is detailed below:

Working at the expected standard
<p>Working scientifically</p> <p>The pupil can, using appropriate scientific language from the national curriculum:</p> <ul style="list-style-type: none">• ask their own questions about what they notice• use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:<ul style="list-style-type: none">▪ observing changes over time▪ noticing patterns▪ grouping and classifying things▪ carrying out simple comparative tests▪ finding things out using secondary sources of information• communicate their ideas, what they do and what they find out in a variety of ways.
<p>Science content</p> <p>The pupil can:</p> <ul style="list-style-type: none">• name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]• describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]• describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]• identify whether things are alive, dead or have never lived [year 2]• describe and compare the observable features of animals from a range of groups [year 1]• group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]• describe seasonal changes [year 1]• name different plants and animals and describe how they are suited to different habitats [year 2]• distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

Full copies of the teacher assessment frameworks at the end of key stage 1 are available online at

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

KS2 English, Year 6

Reading

• The reading test will be a single paper with questions based on 3 or 4 unrelated texts of between 1800 and 2300 words. There will be an emphasis on comprehension (reading for understanding). The time allocated for this test is one hour, including reading time and there are 50 marks available.

Grammar, punctuation and spelling test

The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes. (70 marks in total)

Writing

There is no formal writing test. Judgements are made based on ongoing teacher assessment against a set of criteria outlined by the Standards and Testing Agency. For the academic year 2018-2019, this is detailed below:

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

KS2 Maths, Year 6

There will be three papers in maths:

Paper 1: arithmetic, (number, calculations and fractions, decimals and percentages) 30 minutes (30 marks)

Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper (80 marks in total)

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Each question will have a grid to encourage working out, questions will be context free.

Papers 2 and 3 will assess children's ability to apply mathematics to problems and to reason. They will involve a number of question types, contextualised and context free, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem.

KS2 Science, Year 6

Working at the expected standard
<p>Working scientifically</p> <p>The pupil can, using appropriate scientific language from the national curriculum:</p> <ul style="list-style-type: none">• describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources• ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources)• use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate• record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs• draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways• raise further questions that could be investigated, based on their data and observations.

September 2018

Science content

The pupil can:

- name and describe the functions of the main parts of the digestive [year 4], musculoskeletal [year 3] and circulatory systems [year 6]; and describe and compare different reproductive processes and life cycles in animals [year 5]
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions [year 6]
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction [year 5] and transporting water and nutrients [year 3]
- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods [year 6]
- construct and interpret food chains [year 4]
- describe the requirements of plants for life and growth [year 3]; and explain how environmental changes may have an impact on living things [year 4]
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved [year 6]; and describe how fossils are formed [year 3] and provide evidence for evolution [year 6]
- group and identify materials [year 5], including rocks [year 3], in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties [year 5]
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle [year 4]
- identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components [year 5]
- identify, with reasons, whether changes in materials are reversible or not [year 5]
- use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects [year 6], and the formation [year 3], shape [year 6] and size of shadows [year 3]
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard [year 4]
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source [year 4]
- describe the effects of simple forces that involve contact (air and water resistance, friction) [year 5], that act at a distance (magnetic forces, including those between like and unlike magnetic poles) [year 3], and gravity [year 5]
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force [year 5]
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams [year 6]
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night [year 5].

Full copies of the teacher assessment frameworks at the end of key stage 2 are available online at

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

September 2018

End of Key Stage expectations

Key Stage 1

It is anticipated that by the end of KS1 (the end of Year 2), the majority of children will be secure or secure plus in the age related programmes of study. A smaller number of children will reach Year 2 mastery, and a small number will be Year 2 emerging, or possibly Year 1 emerging, developing or secure. In these cases, it is likely that these will be children with Special Educational Needs and in either extreme case, these pupils should be identified during termly pupil progress meetings.

Key Stage 2

By the end of KS2 (the end of Year 6), the majority of children will be secure or secure plus in the age related programmes of study. Similar to Year 2, there will be some children who may be Year 6 mastery and some who are Year 6 emerging. There may also be a small number of children who are still working at a low standard e.g. Year 4/5 emerging, developing or secure. Again, as at KS1, these children should be identified during pupil progress meetings and, where possible, suitable intervention strategies employed.

Expectations at key points across the Key Stages 1 and 2.

<u>Assessment point</u>	<u>Age Related Expectation</u>
Autumn 1	Emerging/Emerging +
Autumn 2	Emerging/Emerging +
Spring 1	Developing/Developing +
Spring 2	Developing/Developing +
Summer 1	Secure/Secure +
Summer 2	Secure/Secure +

Management and Development

Co-ordination

New initiatives in terms of assessment, recording and data analysis are led by the Assessment Co-ordinator. However, the school has worked hard to create the ethos that data analysis is the responsibility of each member of staff. On a day to day basis, this means that class teachers will input their own data into Class Track and OTrack and keep their own informal records. Phase leaders (Mrs Todd for the Foundation Stage, Miss Atkinson for KS1, Miss Hardy for LKS2 and Mrs Etherington for UKS2) lead and manage termly pupil progress meetings and all middle leaders liaise regularly with the Head teacher and Deputy Head teacher. We believe that this approach gives all members of staff a handle on

data across the school so that they can talk with authority about the strengths and areas for development within their phases.

Moderation and Monitoring

Moderation

The value of moderation cannot be stressed highly enough. It serves as a method of quality assurance within classes, across phases and between schools in the Ferryhill and Chilton cluster. In addition to this, all teaching staff are encouraged to attend moderation sessions led by staff from the Local Authority. Evidence of moderation is recorded on an agreed format. A copy of this is available in the appendices.

Staff meet at least termly to share good practice, discuss the outcomes of formal assessments and develop strategies for ensuring the best provision for the children of Broom Cottages. This may involve the re-structuring of teaching groups, provision of focused intervention etc.

Moderation achieves the following.

- Evidence of learning outcomes;
- A curriculum which is designed to promote progress;
- Quality feedback and assessment to promote progress in reading, writing, mathematics and science for all pupils regardless of age, stage or SEN;
- Understanding and agreeing on summative judgements to be entered into the central assessment system (OTrack).

Resources

- Staff are responsible for the upkeep of their own assessment records.
- Digital versions of whole school assessment documents can be found on the DLG.
- All staff have access to Class Track and OTrack, the central assessment system recently purchased.
- School has recently purchased summative tests from Cornserstones. These termly tests are available for KS1 and KS2 reading, mathematics and GP&S. They are available as PDF documents which are filed centrally in school.

- All staff have access to reports generated by the Assessment Co-ordinator. These are filed centrally and are held by the Deputy Head Teacher/Assessment Co-ordinator.

Review Date

The Broom Cottages Primary School assessment policy is to be reviewed at least every two years by the Assessment Co-ordinator, Phase Leaders and SLT though this may happen more often depending on key changes in education at national level.

- Next review September 2020.