



## ASSESSMENT POLICY

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### **School Aims and Implementation**

It is the primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly. We are a caring community, whose values are built on mutual respect for all in line with our equality policy.

Moorside Community Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

### **Rationale**

Assessment is a powerful tool that can optimise teaching and learning. Both formative and summative assessment play an integral role in providing valuable information to all stake holders in education. The primary purpose of assessment is to identify where a child is at in their learning, where they need to get to next and how best to get there. What matters most is not so much the form of the assessment, but how the information gathered is used to improve teaching and learning.

This policy reflects the reforms to assessment and accountability for primary schools as set out by the DfE in the March, 2014 publication. In this document the DfE advocate that “Good teachers assess children regularly to inform teaching, provide feedback to pupils and to communicate children’s progress to parents.”

## **Aims**

This policy aims to ensure that robust assessment systems are in place which reflect and value both formative **and** summative assessment.

The aims of assessment are to:

1. Promote effective teaching/learning.
2. Provide feedback and identify next steps in a constructive manner.
3. Enable teachers to plan a curriculum that is responsive and meets the needs of **all** learners.
4. Empower children to take ownership over their own learning.
5. Monitor children's attainment in line with national expectations.
6. Monitor children's achievement through their individual progress.
7. Compare attainment/achievement of groups of learners.
8. Identify individuals/groups of learners at risk of falling behind.
9. Improve standards through accountability measures for teachers/whole school.
10. Involve parents in their child's education by enabling them to access and understand assessment information about their child.

## **Monitoring and Evaluation**

All members of the school community will share responsibility for monitoring the implementation of this policy. Its effectiveness will be evaluated at each annual review.

**Note: It is important that this policy is read in conjunction with the Feedback & Marking Policy, The Teaching and Learning policy and The Monitoring and Assessment policy.**

## **National Assessments**

The DfE published guidance outlining the key changes to assessment. Below is a summary:

- Assessments reflect the more challenging national curriculum.
- The national curriculum tests and teacher assessment at the end of key stages 1 and 2 are reported in accordance with new guide lines.
- Detailed performance descriptors are available to inform teacher assessment at the end of key stage 1 and key stage 2. These are directly linked to the content of the new curriculum.
- A floor standard of 85% based on the progress made by pupils from **reception** to the end of primary school.
- A baseline assessment in reception that captures the school's starting point from which progress will be measured (optionally from Sept 2015 / compulsory from Sept 2016).
- Schools are required to publish information on their websites so that parents can understand both the progress pupils make and the standards they achieve.

- A phonics check near the end of year 1.
- A teacher assessment at the end of key stage 1 in mathematics; reading, writing, informed by pupils' scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of science.
- National tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.

### **Testing vs Teacher Judgements**

Levels were a 'best fit' model and it was sometimes difficult to moderate/evidence judgements and ensure consistency. Mastery enables teachers to clearly identify whole class/individual gaps and the assessments are spread throughout the year to ensure that learning is embedded. It is key that children aren't assessed directly after being taught; we want to ensure that their skills and knowledge are transferable and secure.

Moorside acknowledges that testing does have its flaws and that tests do not always produce an accurate assessment of what a child can/cannot do. This may be for a number of reasons including 'exam skills', the pressure of sitting a test, a child may not feel well on the day of the test, there may be home issues affecting their performance etc...

When **teachers** mark children's tests and input their results to identify gaps in learning they should use their knowledge of that child to decide whether or not they believe the child should have got a question correct. If they are confident that a child is able to meet a particular objective and they have merely made a mistake on the test, teachers are encouraged to either use their professional judgements or go back to that child and check whether or not they are secure in meeting that objective.

Test results should support teacher's professional judgements of where a child is working, and if these judgements do not match then teachers must explore why.

### **Reading and Phonics**

#### Phonics: Read, Write, Inc

All children from reception to Y2 are baselined using the Read Write Inc phonics assessment. Each half term they will be reassessed and regrouped accordingly.

- **Assessment 1:** Autumn 1 and Spring 2
- **Assessment 2:** Autumn 2 and Summer 1
- **Assessment 3:** Spring 1 and Summer 2.

Teachers should follow the guidance in the reading leader handbook to ensure consistent and accurate judgements and children's results should be recorded on the on-going RWI tracking spreadsheet.

#### Rising Stars Reading Assessments

Every half term children will do a Rising Stars Reading Assessment. Children are assessed from individual starting points as opposed to age related expectations and their

scores (for fiction, non-fiction and poetry) should be recorded on the on-going reading tracker.

### Colour Bands

Teachers should listen to all children read 1:1 at least once/half term and target children should be identified for additional 1:1 reading with TAs and classroom helpers. Colour band judgements should be made based on the fluency rubric skills/running records (95% accuracy or above for home reading books).

Please update children's home reading records when they move colour band. Once children are confident reading at Dark Blue they should be considered free readers and be encouraged to read longer chapter books.

### Reading Records

Individual reading records should be kept for all children.

RWI group leaders will fill in 1:1 records for focus children identified in each session.

Class 1:1 reading records (reading skills / fluency rubric)

Record of home reading

### Target Tracker

Objectives on target tracker should be highlighted as they are taught and updated at least once per term.

### Overall judgements

Teacher judgments will be decided based on all methods of assessment listed above.

When making judgements, please consider children's fluency, comprehension skills, tests results and work in their reading response books (judgements should not be made solely on a Rising Star reading assessment score).

At every assessment point, the **on-going class reading tracker** should be updated and saved on the server: English; reading; assessments; 2018-19. The English coordinator will use this information to moderate judgements and may listen to children read.

### Writing

At least 10 pieces of 'independent writing' (see English Guides) should be assessed throughout the year. There should be a balance of age appropriate work demonstrating a range of both fiction and non-fiction genres. Teacher assessments should be recorded against the objectives on the on-going writing assessment tick sheets in children's English books or the ITAFs for Y2 and Y6. Internal moderation of writing assessments will quality assure accurate assessment data.

All children should have a personal target 'flap' and a personalised CEW list inside the front cover of their English books.

### Spelling

All children are baselined on the CEW spellings at the end of every year and they will complete two CEW spelling tests throughout the year. Scores should be recorded and saved on the spelling folder on the server.

These scores will be used to group children across KS2 for daily spelling lessons. Group leaders should set weekly spellings and record weekly scores for their own spelling groups. Children making slow or accelerated progress should be identified throughout the year and considered for regrouping.

## **Maths**

### **Summative Assessment:**

Each **term** during assessment week children should sit the WRMH test. These are termly tests and correlate with what the children have been taught that half term. If a child is underachieving, they should complete the test from the year below. Teachers should use these to inform their termly assessments and refer to these when completing target tracker for each child.

During assessment week at the end of a **half term**, the children will be tested using the Twinkl yearly maths assessments. These are divided into units and the children should complete the tests for the unit/s they have covered that half term. The Twinkl assessments should be used to inform teacher's judgements.

At the beginning and at the end of each unit, children are required to complete a pre/ post assessment test. These include questions based on the previous and current year's objectives and include a range of fluency, reasoning and problem solving questions. These are to be used to support differentiation and understanding of starting points/ gaps in knowledge. See pre/post assessment guidance for further information.

### **Formative Assessment:**

On-going observation and teacher judgement throughout maths lessons. AFL should be verbal and/or recorded in accordance with the marking and feedback policy.

Learning objectives are to be skills based and not activity based so that teachers can assess them as 'achieved' or 'working towards'. This information can be used to mark objectives off on Target Tracker. Teachers can decide whether to do this at the end of each unit or at the end of a half term.

Teachers to use a range open ended and closed questions during a maths lesson and use questioning to challenge children, rather than test prior learning.

## **Science**

Teacher judgements should be made, at the conclusion of each half term unit, using the Target tracker framework.

### **Foundation Subjects**

All foundation subjects are assessed using Target Tracker throughout the year apart from P.E which is assessed using the SPIRLE assessment tool. Subject leads then analyse the data looking at groups who have achieved well and areas that need to be developed and use the information to form an action plan for the following academic year.

### **Reporting**

Formal reporting takes place at the end of every half term for Maths, Reading and Writing and termly for other subject areas. Target tracker is used to track children's progress and identify any interventions that need to take place. Teachers are to use summative assessment and formative assessments to assess and analyse where children are and should be. This is done by highlighting the objectives each child has achieved using either 'working towards, achieved or greater depth. Each half term, teachers will have a Raising Attainment and Pupil Progress Meeting to discuss children's progress and each term, they will have a meeting with the Deputy Head /Assessment Coordinator to discuss the children who are not making progress.

## **Early Years Foundation Stage:**

### Baseline Assessments:

Rigorous baseline assessments are carried out in Nursery and Reception using the EEXAT online tracker. These assessments are based on:

- Home visits
- Observation
- Adult-Led activities
- Enhanced provision
- Discussions with parents / carers

Children's progress and attainment is tracked against the EEXAT age related statements for the 7 areas of learning (prime and specific), and the characteristic of effective learning (CoEL). These judgements are based on evidence gathered through observation of children's play/learning (80:20 ratio of child initiated: adult lead).

At the end of reception all children will be assessed against the ELGs as emerging, expected or exceeding for each of the 17 aspects of learning as set out in the EYOs. Judgements should be made in accordance with the profile handbook and judgements will be moderated both in-house and at central moderation events.

### **GLD (good level of development)**

A GLD by the end of reception relates to children who have achieved at least 'expected' in all of the prime areas of learning as well as reading, writing and maths.

## **Data Monitoring and Data Meetings:**

The Assessment Coordinator is responsible for tracking and monitoring whole school achievement and attainment. Analysis of this data will be reported to the Head Teacher/Governors and used as the basis for discussions at data meetings.

Moorside School is currently using Target Tracker, which is an online tool, for data analysis. Dates for teachers to input data based on formative and summative assessment are outlined in the monitoring and assessment policy.

### **Raising Attainment and Pupil Progress Meetings**

Teachers are expected to come prepared to PPM meetings with an analysis of their own class' attainment and achievement data. During these meetings the assessment coordinator and classroom teacher will set targets, identify children at risk of falling behind/slow movers and identify groups of learners that require additional support. Progress of RAPs (raising attainment plans) will also be discussed as well as strategies for supporting 'at risk' children/groups.

Teachers will be expected to discuss strategies that they have already implemented to support these learners such as IEPs, incentives, booster groups, interventions, support staff, modified timetables, challenges/barriers etc.

## **Reporting to Parents:**

EYFS

A formal report will be sent home at the end of each year, however parents have access to the children's learning journey throughout the year via EExAT, which is updated regularly throughout the year. Achievement against the 17 aspects will be marked as either well below, below, expected or exceeding against national expectations. There is also a comments box for teachers to scribe children's comments: what they enjoy; what they are good at and what they would like more help with. Parents are also invited to two parent's evenings throughout the year.

Early Years hold a stay and play session every half term where teachers have the opportunity to share a child's learning with the parents who attend.

Early Years have an open door policy; parents are welcome to come into the classroom before and after school to discuss queries and concerns.

### Year 1 - 6

Reports will be sent home at the end of each year. Children will be assessed against the National Curriculum age related expectations in all subject areas. On the reports parents will be informed of their child's current stage and how this compares to end of year national expectations.

Final reports are to be sent home with children in a sealed envelope and parents are invited to arrange a meeting with the classroom teacher if they wish to discuss their child's report. Parents are also invited to two parent's evenings throughout the year.

### **Raiseonline**

The Raiseonline system is used nationally as a school's accountability measures for Ofsted. A document is produced which analyses a school's attainment and achievement data for the end of KS1 (Y2) and the end of KS2 (Y6) against national standards.

It identifies groups of learners such as disadvantaged pupils, girls/boys etc... and it measures their progress against national averages.

It also includes data about school's attendance in line with national averages and the year one phonics screen data is also included in Raise.

If a school is significantly below national averages / floor targets then it will appear as blue in the document, and if a school is significantly above national averages / floor targets then it will appear as green in the document.

Significant blues can trigger an Ofsted inspection.

Moorside uses this data to inform the focus for learning development for the following academic year and governors are expected to read and understand the Raise document in order to hold the school accountable for children's progress and attainment.