SHERDLEY PRIMARY SCHOOL

Assessment Policy

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Whole School Assessment Policy

1. Rationale

At Sherdley Primary School we believe that formal and informal assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress and to meet Age Related Expectations (ARE).

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future progress and attainment.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of progress and achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children, specific groups of pupils and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

3. Types of assessment:

At Sherdley Primary, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge, for example - using prior learning strategies
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group and individuals
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support

Summative Assessment (Assessment of Learning AoL)

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's progress and attainment. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments:
- identify attainment through one-off standardised tests at any given point in time throughout the school year
- record performance in a specific area on a specific date
- provide age standardised information and Age Related Expectations (ARE)
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, Y1 phonics, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

4. Planning for assessment
The National Curriculum and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons are planned with clear learning objectives and challenges, based upon the teacher's detailed knowledge of each child and the cohort. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.

Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment in the Foundation Stage
Assessment in EYFS involves practitioners observing children to understand their level of achievement, interests and learning styles. To ensure that we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual profile. These profiles consist of children's work and a range of observations that are recorded using 2Simple 2Build software which creates a detailed picture of the child.

Long Observations: specific children are selected and a practitioner will follow and observe them for approximately 20 minutes recording their findings using the 2Simple 2Build software.

Short observations: these are spontaneous observations of children's achievements/play within the various areas of the classroom. For example, children completing any of the enhanced learning tasks will be noted on either sticky labels, their work or on the 2Simple 2Build software.

CLL (communication, language & literacy) observations: specific children are targeted and a practitioner will carry out and record a detailed conversation using a long observation sheet (on yellow paper). This will be completed either individually, within a small group or in front of the whole class.

Focus Activity: during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

Writing Portfolios: contain a record of the progress in writing made by children throughout their time at Sherdley Primary School, in Years 1-6.

This information is cross referenced using an adapted version of the St Helens' Tracker to ascertain the child's achievements and their next steps for learning. These are kept in the front of each child's profile.

Class progress walls are used half termly to record the level that each child is working out. These clearly show the children that are working at ARE and the progress that they make throughout the year.

Tracking is completed for each children, for all 17 areas and is recorded on the school's Insight system.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use tracking grids based on National Curriculum AGE Related Expectations (ARE) for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing and maths. AREs are tracked on an on-going basis, using a secure, online assessment recording program (InSight).
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning, but there are 3 formal assessment weeks spread across the year which focus on Reading and Maths, and provide Standardised Scores in tests which mimic the style of the national end of Year 2 and 6 tests.
- Writing Files contain a record of the progress in writing made by children throughout their time at Sherdley Primary School.
- The SEN Register ensures that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Pupil Progress Meetings take place at the start of each term and are an opportunity to address the learning needs of any pupils who are not making the expected progress, with a variety of class based and additional activities and interventions planned according to the individual need.
- The Pupil Progress meetings are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.

5. Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.
See Appendix 1

6. Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in Key Stage groups or in cross phase groups to analyse children's work against descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. Reception and Pre-school also use the local authority baselining during the first half of the autumn term. We cross moderate with other schools within the local authority at least once per term.

8. Parents' Evenings

Two formal Parents' Evening take place each year. These will be an opportunity to discuss children's progress and achievement with the class teacher. Parents will also have the opportunity to look through their own child's exercise books in the classroom. There are also two informal Open Parents' Evening, when our parents and children can come into classes to meet the teachers and look at the classroom and exercise books – there is no formal booking for these evenings.

7. Equality Statement

At Sherdley Primary, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.
We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

8. Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment analysis. The policy will be revised in line with the new action plan targets set.

Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally by the Headteacher.

9. Staff Responsible for Implementation

Key Stage Leaders, Senior Leadership & Headteacher

This policy is available in alternative formats upon request.

Appendix 1: Assessment materials, tools and tests:

Reading	- Focused marking - Pupil observations - Monitoring of books/work - Guided Reading Records - Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words) - PIRA (Progress in Reading Assessment) - Teacher planned comprehension tests/activities - Prior Learning Activities - Age Related Expectation – on Insight
Writing	- Focused marking - Pupil observations - Monitoring of books/work - Writing samples (independent where possible) within the Writing File - Phonics assessment (spelling of high frequency words; observation of spelling of graphemes/alternative graphemes) - Results of class tests (e.g. weekly spelling tests) - Prior Learning Activities - Age Related Expectation – on Insight
Spelling, Grammar & Punctuatio	- Focused marking - Pupil observations - Monitoring of books/work - Results of class tests (e.g. weekly spelling tests) - Prior Learning activities
Maths	- Focused marking - Pupil observations - Monitoring of books/work - Results of class tests (e.g. tables tests) - PUMA (Progress in Understanding Mathematics) - Prior learning activities - Age Related Expectation – on Insight

Appendix 2: School Assessment Schedule

Autumn 1	o On entry data for Foundation Stage Profile in Pre-school and Reception
	o Early Years local authority data
	    o Senior Leadership Team analyse SATs results
	    o Pupil Progress Meetings
	    o Parents' Evening
	    o One piece of written work per child receives a 'deep mark' for the Writing Files
	    o Initial 'baseline' assessment using past national SATs paper for Year 6 pupils
	    o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking

Autumn 2	o Intervention Maps updated o SEND IEP/Pen Portrait Reviews o Phase/Key Stage assessment moderation meetings o One pieces of written work per child receives a 'deep mark' for the Writing Files o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o PIRA AND PUMA tests completed and standardised scores collated and recorded on InSight
Spring 1	o Initial assessment information shared with parents using PIRA and PUMA scores o One pieces of written work per child receives a 'deep mark' for the Writing Files o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o Parents' Evenings
Spring 2	o Pupil Progress Meetings o Individual and class intervention maps updated o Phase/Key Stage assessment moderation meetings o SEND IEP/Pen Portrait Reviews o One pieces of written work per child receives a 'deep mark' for the Writing Files o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o PIRA AND PUMA tests completed and standardised scores collated and recorded on InSight
Summer 1	o Mid Year assessment information shared with parents using PIRA and PUMA scores o One pieces of written work per child receives a 'deep mark' for the Writing Files o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o Year 6 SATs week o Year 2 SATs (on-going throughout May) o Local Authority SATs moderation meetings for Reception, Year 2 and Year 6
Summer 2	o Pupil Progress Meetings o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o SEND IEP/Pen Portrait Reviews o Year 1 Phonics Screening check o Parents' Evening o Pupil Progress Reviews o One pieces of written work per child receives a 'deep mark' for the Writing Files o PIRA AND PUMA tests completed and standardised scores collated and recorded on InSight o Report EYFSP to Local Authority o Report phonics results to Local Authority o Report Years 2 SATs results to Local Authority o Report all results of statutory assessments to parents o Annual reports sent to parents with final PIRA and PUMA assessment information o End of year Parent Transition Meetings o Class handover meetings (current teacher meets receiving teacher to share information) o Analysis of end of year assessment data completed and target pupils for each class for September

Appendix 2: COVID 19 EXTRAORDINARY School Assessment Schedule FOR 2020-2021

Autumn 1	o On entry data for Foundation Stage Profile in Pre-school and Reception o Early Years local authority data o Complete Summer Term test from previous academic year (PIRA and PUMA test) o Update previous academic year teacher assessment on InSight o Identify 'Gap Analysis' based on previous academic year data and teach curriculum to address these gaps/plan for covering whole class gaps later in the curriculum o Senior Leadership Team to analyse data from end of previous academic year o Pupil Progress Meetings o Parents' Evening o One piece of written work per child receives a 'deep mark' for the Writing Files o Initial 'baseline' assessment using past national SATs paper for Year 6 pupils o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking
Autumn 2	o Intervention Maps updated o SEND IEP/Pen Portrait Reviews o Phase/Key Stage assessment moderation meetings o One pieces of written work per child receives a 'deep mark' for the Writing Files o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o PIRA AND PUMA tests completed and standardised scores collated and recorded on InSight o Continue to consider gaps in previous academic year and update InSight accordingly
Spring 1	o Initial assessment information shared with parents using PIRA and PUMA scores o One pieces of written work per child receives a 'deep mark' for the Writing Files o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o Parents' Evenings o Continue to consider gaps in previous academic year and update InSight accordingly
Spring 2	o Pupil Progress Meetings o Individual and class intervention maps updated o Phase/Key Stage assessment moderation meetings o SEND IEP/Pen Portrait Reviews o One pieces of written work per child receives a 'deep mark' for the Writing Files o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o PIRA AND PUMA tests completed and standardised scores collated and recorded on InSight o Continue to consider gaps in previous academic year and update InSight accordingly
Summer 1	o Mid Year assessment information shared with parents using PIRA and PUMA scores o One pieces of written work per child receives a 'deep mark' for the Writing Files o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o Year 6 SATs week o Year 2 SATs (on-going throughout May) o Local Authority SATs moderation meetings for Reception, Year 2 and Year 6
Summer 2	o Pupil Progress Meetings o Teaching and learning against year group specific criteria for Reading, Writing and Maths recorded on InSight in line with daily marking o SEND IEP/Pen Portrait Reviews o Year 1 Phonics Screening check o Parents' Evening o Pupil Progress Reviews o One pieces of written work per child receives a 'deep mark' for the Writing Files o PIRA AND PUMA tests completed and standardised scores collated and recorded on InSight o Report EYFSP to Local Authority o Report phonics results to Local Authority o Report Years 2 SATs results to Local Authority o Report all results of statutory assessments to parents o Annual reports sent to parents with final PIRA and PUMA assessment information o End of year Parent Transition Meetings o Class handover meetings (current teacher meets receiving teacher to share information) o Analysis of end of year assessment data completed and target pupils for each class for September