

East Crompton St George's CE Primary School

Assessment Policy Summer 2019



Date AdoptedSummer 2019

Review DateSummer 2021

Head Teacher

A handwritten signature in black ink, appearing to be 'R K 88'.

At East Crompton St George's we let our LIGHT shine

Love of Learning. Independence. God in our Hearts. High Achieving. Together as One Family.

The Purpose of Assessment

We assess so that:

- Teachers assess what children know and use this to inform planning.
- Teachers plan learning opportunities that reflect the needs of all children.
- Teachers identify children who are falling behind and therefore plan support to address their needs.
- Teachers identify children exceeding their age-related expectations and therefore, plan work to extend them further.
- Teachers provide parents with information about their child's learning.
- Teachers provide useful data for analysis, whole school planning and Accountability.

Tracking Attainment and Progress

At East Crompton St George's our main assessment tracking system is Target Tracker. To track pupil attainment the Target Tracker system has a number of steps.

Each year band has been broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure+ (s+)

The three broader sections may be thought of in these terms:

- Beginning –Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.
- Working Within –Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved.
- Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining confidence in some minimal elements but the broad expectations for the band have been met.

For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year (W+ for a child that has met the year criteria but is not as strong as the secure children). Secure + effectively represents the consolidation and mastery of the band.

Formative Assessment

This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis. Teaching is then adapted, and interventions are put into place in response to this.

This type of assessment is embedded across all lessons in all subjects (foundation as well as core) Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.

- Use of whiteboards, flip charts and post-its to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals
- Short re-cap quizzes or recall of facts.
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Formative assessment is used to show what pupils have learned well and what they still need to work on. It is essential that the teachers then use the information from this formative assessment to impact the lesson that they are in, future lessons and interventions when appropriate.

Summative Assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period. This can be done using a gap analysis, teacher made assessment and or test.

Assessment in Reading

Reading is assessed through ongoing assessments in guided and whole class reading. Teachers make notes against the year group criteria that the children are being assessed against as they read. To assist in the assessment and targeting gaps the children are tested at least termly using gap progress tests. These will not tell the teacher exactly where the children are against age related expectations but they will inform the teacher of gaps that are needed to be targeted. Teachers use evidence from these sources to then highlight the statements on target tracker and make the final decision of which band the child is within.

Assessment in Writing

Writing is assessed through the progress that children make between their hot and cold write. Teachers also use assessment pieces of writing using a genre that has been taught previously with minimal input. Evidence that is gathered is then used to highlight statements and make a final judgment on target tracker.

Assessment in Maths

Maths is assessed termly with the use of short tests based on previous learning. This is then analysed and support to children is given where appropriate. To support assessment teachers use PUMA tests termly and arithmetic tests half termly. The scores are then tracked so progress and attainment can be identified. Each form of assessment informs judgements on target tracker.

Roles and Responsibilities

Overall responsibility for assessment belongs to the Head Teacher; however, this responsibility has been delegated to the Assessment Lead (Amanda Robinson). Class teachers are responsible for assessing the children and using this assessment data to improve outcomes for children.

Nationally Standardised Summative Assessment

Children are assessed through SATs tests at the end of year 2 and year 6. Also phonics assessment in year 1 and year 2 resits. Parents are informed of these summative assessments through information evenings in school.

Phonics Test

The phonics screening check is a short, assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support by school to improve their reading skills. They will then be able to retake the check so that school can track children until they are able to decode. This is undertaken in all state schools in Year 1 and for children in year 2 who did not meet the year 1 standard. They are administered internally by teachers.

The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half pseudo, which Year 1 children read to a teacher.

Pseudo (made up words) are included because they will be new to all children, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. The non-words are presented alongside a picture of an imaginary creature, and children can be told the non-word is the name of that type of creature.

Key Stage 1 SATs – Year 2

The year 2 teacher is responsible for judging the standards a child is working at in English reading, English writing, mathematics and science, by the end of key stage 1. To help inform those judgements, pupils sit National Curriculum tests in English and mathematics, commonly called SATs. They may also sit an optional test in English grammar, punctuation and spelling. The tests are a tool for teachers to help them measure a child's performance and identify their needs as they move into key stage 2. They also allow teachers to see how your child is performing against national expected standards. The tests can be taken any time during May and they are not strictly timed. Pupils may not even know they are taking them as many teachers will incorporate them into everyday classroom activities. The information from these tests as well as work produced throughout the year will give the teacher the information that they need to accurately assess the children as working below, within or above the standard.

Writing is assessed through independent work produced throughout the year.

Structure of the tests

Subject	Test paper
Reading	Short text including questions Long test with separate questions
Mathematics	Arithmetic Mathematical reasoning
Grammar, punctuation and spelling (optional test)	Spelling Punctuation and grammar including vocabulary

Key Stage 2 SATs – Year 6

Children in year 6 will take National Curriculum tests (SATs) in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made between the key stages and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce National performance data. The key stage 2 tests will be taken on set dates unless your child is absent. These tests are externally marked and results sent to school.

Writing is assessed through independent work throughout the year.

Structure of the tests

Subject	Test paper
English grammar, punctuation and spelling	Punctuation and grammar including vocabulary Spelling
Reading	One test paper based on three passages of text.
Mathematics	Paper 1 arithmetic Paper 2 and 3 mathematical reasoning

EYFS Assessment

Throughout the early years setting teachers use the early learning goals as part of their daily observation, assessment and planning. Ongoing formative assessment is at the heart of effective early years practice. Staff make regular observations of how children interact and learn. Data is then logged onto target tracker termly.

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at East Crompton St George's Primary School. Staff use success criteria, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our effective marking allows the children to know what they have done well and what they need to develop further to improve.

Pupil Progress Meetings

Pupil Progress meetings are held termly. The class teacher and Head Teacher or Deputy Head/Assessment Lead will look at the previous terms data focussing on attainment and progress of both the class and individual children. Where progress or attainment is not as expected children are then targeted for specific intervention.

Alongside these meetings that are termly data meetings with the Assessment Lead. These mimic the process of moderations where at least three children are picked in one or more of the three core areas and evidence is brought to the meeting to discuss the child's attainment and progress. This supports quality assurance of teaching judgements across school.