

# CRADLEY C OF E VA PRIMARY SCHOOL

## ASSESSMENT POLICY

Vision Statement: Enriching Lives

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# **CRADLEY C of E VA PRIMARY SCHOOL**

## **ASSESSMENT POLICY**

### **1, Rationale**

- 1.1, Assessment is a continual process which is integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, providing information to guide future teaching and learning in response to a child's individual and/or group needs.

### **2, Aims of Assessment**

- 2.1, The objectives/aims of assessment in our school are, and can include;
- To celebrate learning.
  - To enable teachers and children to celebrate individual strengths and achievements.
  - To identify individual needs and set targets for future learning.
  - To ensure continuity and progression for children's learning within and across year groups.
  - To provide a differentiated curriculum to meet the individual needs of all children within our school.
  - To involve children in self evaluation/assessment.
  - To use assessment for learning in order to motivate and help children to take their next step in learning.
  - To establish what children already know and build on it to ensure progression.
  - To provide regular information for parents that enables them to support their child's learning.
  - To provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### **3, Types of Assessment used within our School:**

- 3.1 Formative (day to day) assessment – Assessment for Learning
- 3.1.1, This type of assessment is when the assessment has had its impact because the focus has been on deepening and furthering the learning rather than simply measuring it.
- 3.1.2, Formative assessment consists of elements that within our school we have an expectation to see within planning and teaching:
- **Sharing learning goals**, children need to be clear about what they are learning (learning objectives) and what they are expected to be able to do after they have learnt it (learning outcomes).
  - **Success Criteria** are shared with children to enable them to have a clear understanding of what they are to be learning and how they will know that

they have been successful. Within Key Stage 2 the expectation is that the children may become involved in the generation of the success criteria.

- **The Learning Environment** enhances teaching and supports assessment for learners through key vocabulary and relevant displays.
- **Teachers** adjust their teaching to take account of the results of assessment and give them feedback which allows learners to recognise their next steps and how to take them.
- **Effective Questioning** – strategies for assessment that are used to effectively extend learning are: targeted questioning, discussing, analysing written work, marking observations and talking with children.
- **Self and Peer evaluation** – strategies for assessment such as talk partners and peer assessment are important and encourage children to become self critical and independent. Children have a strong voice within our school and this should be reflected within our assessment procedures.
- **Effective Feedback** – this needs to link back to the learning objective/success criteria and needs to lead to improvement and next steps. Feedback can be written or oral, as appropriate to the age of the child. Our marking is aimed to be constructive, targeted, positive and informative.

#### **4, Summative Assessment – Assessment of Learning**

4.1, Summative assessment is the formal testing of what has been learnt in order to produce marks or grades which may be used for reports of various types.

4.2, In Cradley CE Primary School this is done through:

- The undertaking of SATs which are performed in both Year 2 and Year 6 as are the optional tests for KS2 and for Year 1.
- Diagnostic tests are used for some children with SEN to identify specific areas.
- Data is used to identify where children are with regard to national tests and expectations.
- The SENCo along with class teachers identify where intervention programmes are needed and ensures that they are put in place.
- Detailed analysis of termly tests, as well as teacher assessment are carried out termly by the Assessment co-ordinator and/or Headteacher, which gives quantitative data with regard to levels and progress.

#### **5, Termly Tracking and Analysis**

5.1, Within Cradley CE Primary School teachers are expected to complete tracking grids (SIMs) related to teacher assessments in Reading, Writing, SPAG and Maths. These are sublevelled and are supported by the learning objectives for each age group. We have moved to an Assessment without National Curriculum Levels approach. Details of this can be found in Appendix 1.

5.2, Moderation meetings are undertaken to ensure a consistent approach to levelling and evidencing.

- 5.3, The tracking grids are located on the SIMs package and they provide information with regard to children being on track for their targets at the end of each Key Stage as well as providing progress analysis.
- 5.4, The Assessment Co-ordinator and the Headteacher will monitor progress on a termly basis and an evaluative report will be produced annually.
- 5.5, All of this information is kept within a tracking folder in the Headteacher's office and in SIMs.
- 5.6, Pupil progress meetings are held termly to discuss individual children within each class. These are carried out by the Headteacher. The Spring Term meeting is a whole teaching staff meeting where common issues or solutions can be discussed. These meetings are seen as professional dialogue between the SLT and the class teacher and are related to progress within reading, writing and maths.
- 5.7, Out of these meetings, RAP (Raising Attainment Plans) sheets are produced for each class each term. These identify the interventions and support offered to all identified groups within the class. As well as RAPs, the teachers produce Barriers to Learning sheets which highlight any issues that children may face in making progress, these issues may be based on learning or outside issues.
- 5.8, EYFS assessment is carried out on a termly basis and the EYFS teacher provides analysis and information that helps to support future planning. Moderation is also carried out in meetings at cluster level and through moderation visits.

## **6, Annual Tracking and Analysis**

- 6.1, SATs test are completed at the end of each year for Key Stage 2 pupils.
- 6.2, Detailed analysis of optional and national SATs are carried out by the co-ordinators which may provide information with regard to trends.
- 6.3, Progress analysis for the whole school is completed by the Assessment Co-ordinator which provides information related to at least good progress. This is widely shared with staff and Governors. Tracking of subgroups undertaken by Children's Champion, the subgroups include Boys, Girls, Pupil Premium, SEND and Gifted and Talented.
- 6.4, Detailed analysis is also undertaken of the EYFS.

## **7, Target Setting**

- 7.1, As a school we set challenging targets for all our pupils in reading, writing and maths every year. Our expectation is at least 4 sublevels progress per year.
- 7.2, These targets are shared with parents at a target setting evening in October. The children are also given termly objectives to support their learning.

- 7.3, We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents at all stages.

## **8, Recording**

- 8.1, We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.
- 8.2, Within Cradley CE School teachers judgements are used to support the levelling process for progress. A mixture of teacher assessments as well as testing are used as effective tools to record progress and attainment.
- 8.3, When children enter the Reception year age appropriate assessments are made against 'Development Matters'. Evidence is collected through observation, information from Nursery and discussions with parents. These baseline assessments should be made by October half-term at the latest.
- 8.4, Observations and evidence through photographs and 'work' should be continued to be collected throughout the year. Evidence is also used from parents and from the child themselves. This information is collected in a Learning Journey. Assessments should be made up from 80% of child initiated activities and 20% adult led activities. WE use the online tool Tapestry to support.
- 8.5, At the end of foundation stage assessments should be made against the Early Learning Goals. Children should then be assessed as being emerging, expected or exceeding in each of the 17 early learning goals. Children receiving an expected judgement in all Prime Areas and in Maths and Literacy have achieved a good level of development. This information is submitted to the LEA at the end of June.

## **9, Reporting to Parents**

- 9.1, We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have any concerns about any aspect of their child's work.
- 9.2, We offer a range of Parents Evenings through the year. In Autumn we have a Target Setting Evening which is used to communicate the child's levelled targets for the coming year as well as the more specific targets for the term. There are targets for reading, writing and maths. In the Spring term meetings we review the child's progress against their termly targets and work with the parents to review progress and provide further targets and ideas for support. There is an additional consultation available in the Summer term if requested by the parents/carers.
- 9.3, All children are provided with a formal written report in the Summer term. In this report we identify targets for the following year as well as feeding back on

all subjects. Children's results, both statutory and optional SATs results, are also feedback to parents.

- 9.4, At the start of each term, teachers prepare a curriculum newsletter which contains details of all the subjects to be followed in that term. It also details how parents can support their children during their learning journeys.

## **10, Feedback to Pupils**

- 10.1, We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark the same way and the children learn to understand it.
- 10.2, We give verbal feedback to the pupils on their work wherever possible. We usually do this when the children are working during a lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. Sometimes when lesson time does not allow for verbal feedback, but comments will be written on the children's work during marking.
- 10.3, When we give written feedback to the children we relate this both to the success criteria and learning outcomes of the lesson, but also, if appropriate, to their termly objectives which are in the front of their English and Maths books. We strongly believe in the importance of positive marking and dialogue marking.
- 10.4, Having children assess their own and each other's work can be a very effective tool because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed to avoid unhelpful comparisons. Teachers always check that work afterwards.
- 10.5, We allow time at the beginning of a lesson, where appropriate, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher and also to ask any questions of their own,

## **11, Inclusion and Assessment for Learning**

- 11.1, Our school aims to be an inclusive school, "Enriching Lives". We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of pupils.
- 11.2, We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of those individual and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs. The Children's Champion takes a lead in this area.

## APPENDIX 1

### ASSESSMENT WITHOUT LEVELS

### CRADLEY CE PRIMARY

The following information summarises how we assess pupil's achievement and measure attainment and progress of the new National Curriculum. The system was created by a small working party of local schools with external input and advice from an independent advisor who works for the DFE.

- For reading, writing and mathematics, the objectives of the National Curriculum have been grouped into areas of learning to create an overall curriculum objective sheet for each year group. Where the national curriculum is over a two year period these objectives have been analysed and used to create objectives for individual year groups. Careful consideration has been given to progression.
- Ongoing formative assessment is continuously taking place with objectives being highlighted when a child is confidently displaying an understanding of the objectives.
- At the end of each term a summative assessment of the child's attainment is made, leading to the generation of a grade descriptor – Entering a Year Group's objectives, working within a Year Group's Objectives, Working Securely at the Year Group's Objectives or Working at Greater Depth Within the Year Group's Objectives.
- When indicating a child has securely met an objective the following colour system is used:

Colour Code for each year to be used on assessment grids to indicate the child is secure in that specific area box.	
Year 1	Red, accent 2, darker 25%
Year 2	Purple, Accent 4
Year 3	Custom green
Year 4	Blue, Accent 1
Year 5	Aqua, accent, darker 25%
Year 6	Tan, Background 2, darker 25%

- At the end of each term the objective sheets are considered along with the Teacher's professional knowledge of the child. A grade descriptor is assigned to the child's level of achievement with the guidance being .....  
Up to 50% objectives = Entering the Year group  
Between 50% and 90% of objectives = working within the year group  
90% plus of objectives = secure at the year group  
Where children are secure with all objectives and in the teachers professional judgement are able to use and apply their knowledge in a wide range of challenging contexts an award of working at greater depth may be given.

- Moderation takes place termly, internally within the school and externally with other schools using the same assessment system.
- This data is entered into a SIMS marksheet termly.
- SIMS has a numerical grading system built into it, based on a typical child making 4 points overall progress each year, to enable pupils progress and attainment to be tracked and measured. ( See charts below)
- Through any academic year a pupil who is making “Typical” progress will make four points progress. ( See Example Chart )
- Through SIMS the school generates tracking grids to look at individual pupil progress, cohort data to generate percentages working at each grade descriptor and uses filters to look specifically at groups of pupils the school has identified.
- SIMS generates a yearly progress for children based on prior attainment and a pupil making typical progress.

Key Stage 1 “Typical “ Progress”

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End EYFS/Baseline Y1	ELG 1 Below 30-50	E1e	15	End Y1 the pupil should expect to be:	Y1w Y1s Y1g
	ELG 1 30-50	E1w	16		
	ELG 1 40-60	E1s	17		
	ELG 2	E2	18		
	ELG 3	E3	19		
End Y1/Baseline Y2	Entering	Y1e	20	End Y2 the pupil should expect to be:	Y2e Y2w Y2s Y2g
	Within	Y1w	21		
	Y1 Secure	Y1s	22		
	Greater depth	Y1g	23		
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	Y3e Y3w Y3s Y3g
	Within	Y2w	25		
	Y2 Secure	Y2s	26		
	Greater depth	Y2g	27		

Key Stage 2 “Typical Progress”

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	Y3e Y3w Y3s Y3g
	Within	Y2w	25		
	Y2 Secure	Y2s	26		
	Greater depth	Y2g	27		
End Y3/Baseline Y4	Entering	Y3e	28	End Y4 the pupil should expect to be:	Y4e Y4w Y4s Y4g
	Within	Y3w	29		
	Y3 Secure	Y3s	30		
	Greater depth	Y3g	31		
End Y4/Baseline Y5	Entering	Y4e	32	End Y5 the pupil should expect to be:	Y5e Y5w Y5s Y5g
	Within	Y4w	33		
	Y4 Secure	Y4s	34		
	Greater depth	Y4g	35		
End Y5/Baseline Y6	Entering	Y5e	36	End Y6 the pupil should expect to be:	Y6e Y6w Y6s Y6g
	Within	Y5w	37		
	Y5 Secure	Y5s	38		
	Greater depth	Y5g	39		
End Y6	Entering	Y6e	40	HIGH SCHOOL	
	Within	Y6w	41		
	Y6 Secure	Y6s	42		
	Greater depth	Y6g	43		

### Example of How a pupil may attain 4 Points and Typical Progress in a Year

	End of Summer (Baseline)	End of Autumn	End Of Spring	End of Summer	Total Points Progress for Year
Example 1	Y2s	Y3e 2 points progress	Y3w 1 point progress	Y3s 1 point progress	Overall 4 points = Typical
Example 2	Y2w	Y2s 1 point progress	Y3e 2 points progress	Y3w 1 point progress	Overall 4 points = Typical
Example 3	Y2e	Y2w 1 point progress	Y2s 1 point Progress	Y3e 2 point progress	Overall 4 points progress = Typical

The Following Table shows the attainment of a TYPICAL child

AGE EXPECTATION BASED ON YEAR GROUP CURRICULUM OBJECTIVES BY TERM									
Current Year Group	Autumn (0-50%)			Spring (50-90%)			Summer (90%+)		
	Below	On	Above	Below	On	Above	Below	On	Above
Y1	<Y1e	Y1e	>Y1e	<Y1w	Y1w	>Y1w	<Y1s	Y1s	>Y1s
Y2	<Y2e	Y2e	>Y2e	<Y2w	Y2w	>Y2w	<Y2s	Y2s	>Y2s
Y3	<Y3e	Y3e	>Y3e	<Y3w	Y3w	>Y3w	<Y3s	Y3s	>Y3s
Y4	<Y4e	Y4e	>Y4e	<Y4w	Y4w	>Y4w	<Y4s	Y4s	>Y4s
Y5	<Y5e	Y5e	>Y5e	<Y5w	Y5w	>Y5w	<Y5s	Y5s	>Y5s
Y6	<Y6e	Y6e	>Y6e	<Y6w	Y6w	>Y6w	<Y6s	Y6s	>Y6s

The following Table shows how a Pupil may attain Typical, less than Typical and more than Typical Progress

TYPICAL PROGRESS FROM BASELINE (4 points)					
Previous Yr/Base line		Entering	Within	Secure	Greater Depth
	Entering	Typical	More than	More than	More than
	Within	Less than	Typical	More than	More than
	Secure	Less than	Less than	Typical	More than
	Greater Depth	Less than	Less than	Less than	Typical

The achievement of all children from Years 1 to Year 6 is monitored using the above system. Additional information is attained from the use of Rising Stars commercial progress tests and end of year tests. The school is mindful of the latest publications from the DFE regarding

assessment and the latest performance descriptors and will review the assessment system being used at the end of the academic year.

For the school's principles and foundation upon which assessment is built please read our assessment statement available on the school website under the curriculum tab.