

White Laith Primary School

Assessment Policy

Agreed by Governors: October 2020 – updated January 2023

Review date: October 2023

Safeguarding

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe.

We perceive this to be part of our role in promoting British values

School Aims

Through commitment, determination and a willingness to embrace change we will:

- Develop independent, effective learners who enjoy school and who will become life-long learners
- Create a cohesive school community in which there is mutual understanding, trust and respect
- Empower staff and children by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- Bring about optimum achievement for every child
- Become an excellent school

Introduction

Effective monitoring of each child's progress gives a clear picture of what each child is doing and their next steps. The key purpose of assessment is to move all children on in their learning. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to understand what they have to do to reach end of year and key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.

Procedures

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. This process monitors progress, provides motivation for the children and helps inform planning. These types of assessment take place on a regular basis:

- Self and Peer assessment (against Learning outcomes or success criteria)
- Next step marking (see Marking and Feedback policy)

- Observations
- Learning conversations
- Rich, probing questioning
- Weekly maths, grammar and spelling checks

Our procedures have been reviewed in light of staff wellbeing and the intention is to ensure that we gain an accurate picture of each individual child's progress against learning intentions whilst reducing unnecessary recording – eg recording that does not help inform future planning, strategic planning or provide useful information for parents.

Tracking and Data Check-Points Y1 – 6

Data check-points take place in reading, writing, maths and grammar at 3 points during the year (October, February, May/June) and pupils are assessed to be Beginning, Developing or Secure in the Year Group programme of study.

In each year group we teach the National Curriculum for that year – therefore all children are learning the objectives for that year group and are initially classed as 'beginning'. However, the class teacher may decide that it is appropriate to 'track-back' to a previous year group for a specific objective for some children to ensure there are no gaps in learning – these children will still be exposed to year group objectives as the intention of this strategy is to fill gaps and move forward as quickly as possible.

Children who have Special Educational Needs might be taught objectives from an earlier year groups curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales, B-Squared objectives or objectives from a different year group. New Arrivals who are at early stages of learning English are assessed using the 'EAL steps'.

These judgements should be seen as a continuum rather than a static grade/level.

| | | |
|-----------|------------|------------|
| Beginning | Developing | Secure |
| 0 – 39% | 40% - 84% | 85% - 100% |

% refer to percentage of NC objectives achieved

These bands are further divided to indicate 'steps' along the continuum.

| | | | | | |
|-----------|-------------|------------|--------------|-----------|------------|
| Beginning | Beginning + | Developing | Developing + | Secure | Secure + |
| 0 – 19% | 20% - 30% | 40% - 59% | 60% - 84% | 85% - 94% | 95% - 100% |

Examples of how codes are applied:

S2 = a child who has achieved 85% + of the objectives set out for Year 2 would be said to be 'secure' and working at the Year 2 expectation.

D5 = a child who has achieved between 40 and 84% of the objectives set out for Year 5 would be said to be 'developing' and working towards the Year 5 expectation.

B4 = a child who has achieved between 0 and 30% of the objectives set out for Year 4 would be said to be 'beginning' and working towards the Year 4 expectation.

Depth of Learning

In addition to assessing curriculum knowledge we also assess the way pupils apply their skills and knowledge. The depth and application of a child's learning is an important marker of their achievement and progress. To assess depth of learning pupil's learning will be examined over a period of time.

Foundation Subjects and Science

Children are assessed against the skills and knowledge of the National Curriculum on an on-going basis. Judgements are made as children complete each topic.

In science, AT1 class grids are used to record progress against specific objectives in investigating science. Ow/Wow notes linked to topic/knowledge objectives are noted on planning. End of unit tests/tasks may be undertaken to further inform judgements. At the end of the year teachers adopt a 'best-fit' approach to reach a judgement of either 'Working Towards' or 'Working At' against year group expectations.

Quizzes and use of topic outline questions are designed to give children opportunity to retrieve information from both short- and long-term memory.

At the beginning of the lessons make it clear to children that we are thinking as a scientist, historian, geographer etc.

When books are given out children are asked to look at the key questions in the topic outline and discuss the ones previously covered with their partner/team. Children can refer to Knowledge Organiser for support and to check key vocabulary.

Can the children 'answer' the question? Can they include specific vocabulary? Can they explain and include key knowledge?

Teachers use quiz questions (may be only 1 or 2) which are based on key concepts at the start of each lesson to recap/review prior learning. Quizzes can refer to previous lesson or to earlier lessons to in order to use both short and long term memory.

This can be discussion eg partner talk or written answers.

Answers do not have to be recorded but the teacher may choose to record some responses into a caption/commentary/collage which can be stuck into books.

Pertinent notes may be recorded on planning to inform future sessions.

Subject leaders will select a small group of children from chosen year group for focus for pupil interviews. The Subject Leader will have a clear focus for questioning in order to make a judgement about learning over time.

Teachers use information gleaned from quizzes to inform future planning within topic and across the year.

Subject leaders use information gleaned from pupil interviews to make a judgements about learning over time and to identify focus for school improvement.

Summary % information/'levels' will not be collated however commentary following pupil interviews and some class discussion will be recorded to evidence impact of curriculum.

IEP's (Individual Education Plan)

IEP's are used to identify and record targets for individual SEN pupils. IEP's are updated at least termly. (see also SEN policy). Where appropriate, PIVATS or B-Squared objectives will be used to support the assessment of children with Special Educational Needs.

Early Years - Nursery & Reception

Class teachers use a combination of Development Matters, informal baseline assessments and the revised EYFS profile to measure children's progress.

Baseline:

- By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- Children are assessed within the first few weeks of entry using age-bands– this includes information gathered during informal observations and discussion during visits and discussion with any pre-school providers

An example of typical progress for a child would be to start Nursery or Reception displaying the knowledge skills and understanding that are typical for his/her age and then to meet the early learning goals by the end of reception. Children who meet all the early learning goals but who started at a lower level of development that is typical for their age might be said to be making rapid progress.

EYFS Profile:

- The EYFS profile assessment is finalised in the summer 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:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children in Nursery and Reception are assessed against the Prime and Specific Areas of Learning in the EYFS profile.

Prime Areas of Learning

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical

- Gross Motor Skills
- Fine Motor Skills

Specific Areas of Learning

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Numbers
- Numerical patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will use a 'best fit' approach to judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development -1
- Expected, meeting the level of development -2

The total score for all 17 areas is added to create a Total Points Score (ATPS).

Children are required to be at least expected in all the prime areas plus Literacy and Mathematics (12 categories) to be awarded a GLD (Good level of development)

Summative Assessment

Summative assessments are used to assess what a child can do at a particular time, and are used for comparison.

The following formal summative assessments are undertaken each year:

- Reception Baseline (September)
- End of Key Stage assessments – Year 2 and 6 (summer term)
- Early Years Foundation Stage Profile (summer term)
- Year 1 Phonics Test (summer term)
- Year 4 Multiplication and Timestable check (summer term)

Moderation

Opportunities to moderate judgements are planned throughout the year. By doing this, we ensure that we make consistent judgements about standards in the school.

To further support in-school moderation there are planned opportunities to moderate with colleagues in our Trust schools.

EYFS, year 2 and year 6 teachers attend city-wide moderation events throughout the year and, when selected, Local Authority moderation also takes place.

Sharing learning targets with pupils -Assertive Mentoring

All children in year 1 to 6 will have time allocated for a detailed individual 'Mentoring' session with a member of staff each term. During this session the child is expected to grade themselves Red, Yellow or Green in terms of Attainment, Attitude and Achievement. They discuss these judgements with the teacher and identify next steps. The child is expected to take responsibility for learning and identify what they have to do to improve.

Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school including parent consultation meetings, SEND reviews, informal messaging/discussion throughout the year.

We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work. Staff will always make time, throughout the year to discuss aspects of children's learning and progress with parents if parents raise any concerns. Staff will also seek out parents if they feel they need to raise an issue outside of our usual schedule.

Nursery Profiles

These are updated on an on-going basis and are freely available (in the nursery entrance) for parents to view, comment on and add to.

Mentoring Files and Reception Learning Profile/Topic Books

Parents are invited into school to look at their child's Mentoring File or, if in Reception, their topic book 3 times per year (twice during parent consultation and once during the summer term for a 'meeting' with their child). Parents meet with their child and are encouraging to talk through their book/file and comment

on the parent feedback form. Children (yrs 1-6) also select examples of their books eg topic, maths, literacy, science to show their parents and children are encouraged to explain to their parents any learning they are proud of.

Members of the SLT are available during these 'Parent Mentoring Afternoon' sessions for parents to speak with if they so wish. Parents who are unable to attend these sessions may request that the Mentoring File is sent home for them to review with their child at home. Parents are invited to contribute to the mentoring File by completing the parent participation proforma.

Parent Consultation Meetings

Parents are invited to attend formal parent consultation meetings twice a year. At the first meeting with the teacher, we review the targets that we have identified for their child. At the second meeting with the teacher of the year (March/April) we evaluate their child's progress and discuss next steps.

We offer parents and carers of pupils in Nursery and Reception the opportunity to discuss their child's Learning Profile with the teacher.

Parents can also request a third meeting to review their child's written report and the targets identified in it for the next school year.

SEND Reviews

Parents are invited to meet with the SENDCO on both a formal and informal basis throughout the year. These review meetings also include the opportunity to meet with other professionals including our Speech and Language therapist and Renew Counsellor as appropriate. Learning, progress towards objectives and future targets are discussed and agreed alongside specific targets which can be supported by parents at home.

Annual Reports

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we provide a summary of attainment against ARE (Age Related Expectations), an attendance record and we also identify target areas for the next school year.

In addition we follow the ARA Assessment and Reporting Arrangements guidance provided by the STA for EYFS, KS1 and KS2. (EYFS, Year 1, Year 2, Year 6)

EYFS – We provide a written summary of a child's attainment against the ELG. For each ELG, as an Early Adopter school, the report will state whether a child is Emerging or Expected. The report also summarises attainment in all areas of learning and comments on general progress including the characteristics of effective learning.

Year 1 Phonics - We provide a written summary of a child's attainment in the year 1 phonics test. This states whether a child has/has not met the standard.

Year 2 – We provide a summary of the outcomes of the statutory national curriculum TA in Reading, Writing, Mathematics and Science. A note is also included to inform parents that test results are available on request.

Year 6 - We provide the results of any national curriculum tests taken, including the pupils scaled score and whether or not they have met the 'expected standard'. We also include a summary of the outcomes of the statutory national curriculum TA in Reading, Writing, Mathematics and Science.

Monitoring and review

The SLT is responsible for monitoring the implementation of this policy.

The SLT monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

The SLT update the governing body on any developments or changes in assessment policy and practice.

Assessment Cycle

Standardisation Meetings / Moderation

- Held regularly in phase meetings, cross-phase termly, Trust termly
- Evidence against AF (Assessment Focus) discussed. Teacher judgement adjusted accordingly
- Training implications identified

Data Check-Points – x 3 per year

- Evidence collected throughout the term plus writing tasks, reading, GPS (Grammar, punctuation and spelling) and maths tests used to inform judgements against key objectives – recorded on individual/class grids
- Summary judgements completed and passed on the SLT.
- Summer term – standardised tests – Year 2 and 6, Yr 4 MTC, Phonics test Year 1, EYFS profile completed
- Science assessment grids are passed on to next teacher to ensure that End of Key Stage judgements can be made at year 2 and 6.

Data Collection and Analysis

- Summary judgements completed, passed on to SLT and entered into O-Track system
- Class teachers identify trends within their classes and the actions they have taken to accelerate progress to ensure all children are on track to securely meet end of year expectations.

Pupil Progress Meetings

- Class teachers meet with Head Teacher and inclusion leader to discuss progress of class, groups of children, target children (PP proforma to be completed by teachers prior to the meeting)
- Further actions agreed by all
- Pupil next steps/intervention identified
- Trends are analysed and incorporated into the SDP / training plan
- Class governors are invited to attend PP meetings and/or the PP proforma is shared with the Class Governor and discussed with the class teacher

Mentoring Meetings

- Class teachers meet individually with all pupils
- Pupils grade themselves red/yellow/green for Attainment, Attitude and Achievement
- Next steps/targets are agreed

Mentoring Meetings – Parent Invitation

- Parents are invited to view Mentoring files and discuss them with their child (x1 per year)
- Progress, attainment and next steps are discussed

Parent Consultation Meetings

- Parents are invited to meet the class teacher to and discuss their child's mentoring file, progress, attainment and next steps (x2 per year)