

# SNAITH PRIMARY SCHOOL



## Assessment Policy

<b>Last review/update</b>	<b>Feb 23</b>
<b>Approved by Governors</b>	
<b>This policy will be reviewed every two years (Unless required before)</b>	
<b>Person responsible for the policy</b>	<b>Helen Calpin</b>

## **ETHOS:**

At Snaith Primary School we see the learning process as a journey which children, parents and teachers travel on together, looking for the best pathways to lead children forward. It is important that we celebrate achievements along the way and reflect on progress made, looking for new challenges for children to aspire to and achieve. We encourage children to become enthused by wanting to learn, and understand what makes a good learner. We help them to understand where their learning should take them and what opportunities are available to them. We promote a positive 'can do' climate, building on success rather than focussing on failure. The learning process is valued and supported in an atmosphere where children make mistakes and learn from them and where realistic yet high expectations are set.

## **AIMS AND OBJECTIVES**

- To enable children to demonstrate what they know, understand and can do in their work;
- To use assessment information to track children's progress and ensure all children are reaching their full potential.
- To help children understand what they need to do next in order to improve their work and learning;
- To allow staff to plan and scaffold work that accurately reflects the needs of each child;
- To provide regular information for parents that enable them to support their child's learning.
- To provide the Headteacher, Leadership teams and Governors with information that allows them to make judgements about the effectiveness of the school, considering curricular strengths and areas for development.
- To ensure that assessment is used effectively to maximise learning.

## **DEFINITION OF ASSESSMENT OF LEARNING:**

To see where an individual child is at, in relation to their age and stage and the government's agreed curricular objectives.

## **DEFINITION OF ASSESSMENT FOR LEARNING:**

To identify next steps for development, to inform future planning, and help each child and his/her parent/carer to know where he or she is at and where they need to go next. Assessment data can also help school to identify relevant intervention strategies, and curricular targets.

Summative assessment (Statutory & Non-Statutory) are used to provide a standardised assessment of where each child is at in accordance with his/her age & stage and support the teachers' daily and weekly judgements.

## **ASSESSMENTS USED IN SCHOOL**

### **Formative Assessment – low stakes assessment and teacher assessment.**

Staff continually assess children’s learning of curriculum objectives through:

- The marking of work
- Discussion with children and observations of their learning.
- Low stakes tests – including weekly spelling tests, weekly maths arithmetic tests, and others set by the teacher against the curriculum objectives for any subject focus, and also through the use of APPs which record progress including Times Tables Rock Stars, Spelling Frame and Reading Plus

### **Summative Assessment**

Teacher assessment is also supported by more formalised tests which take place at points through the year. These include:

Baseline (statutory)	EYFS on entry
Good Level of Development	EYFS – June
RWI phonics	EYFS and KS1 - and any KS2 children still accessing this curriculum
Reading Pira	Y1-Y6
GPS Rising Stars	Y2-6
White Rose Maths – end of unit	Y1-6
Spelling tests	Y1- Y6
Times Tables Rock Stars	KS2
KS1 and KS2 SATs Reading, Writing, Maths, GPS (statutory)	Y2 and Y6

## **SEND- ASSESSMENTS**

For children with additional needs – or where further assessment is required to evaluate needs, the school has a range of assessment tools including: Dyslexia screeners, **Yark** Assessment of Reading Comprehension, Phonological Assessment Battery, Boxhall Profile and Social Competences profile, DASH – writing assessment, and physical & Speech and Language assessments.

Children identified as SEND, working significantly below their Age-Related Expectations, have their progress tracked on a purchased assessment tool B Squared- connecting steps in their specific subject/area of need. This enables staff to accurately track progress and identify next steps and targets specific to the child working outside the ARE of the school and National Curriculum.

More information regarding all SEND assessments can be found on the SEND Policy.

## **ANALYSIS & TRACKING**

**For children in Reception** – children’s achievements are recorded in an online tool entitled ‘Evidence Me’. This enables teachers and parents to record and share observations and parents are able to see the attainment and progress of their children against the Early Years Foundation Stage profile statements.

**For children from Y1-Y6** - the school uses an excel assessment tracking system to record children’s attainment of the objectives set out in the National Curriculum and the school’s curriculum for **all subjects**. The tracking system also records raw scores, standardised scores and age related scores for summative assessments.

The assessment system records children’s progress against the School’s Curriculum objectives, based on the National Curriculum, and are recorded as:

- Developing – This means a child is beginning to acquire some of the skills or knowledge of the objective. (1. Recorded as yellow)
- Secure – They have achieved the objective. (2. Recorded as green)
- Greater Depth/Mastery – They are able to demonstrate and apply their learning of the objective in a range of contexts. (3. Recorded as blue)

The data is used by the assessment co-ordinator, subject co-ordinators, the SENDCo and all staff to ensure that all children are: making progress, on track to achieve their targets and to extend learning. While it is expected that class teachers enter data onto the system and monitor the progress of each child to ensure he/she attains or exceeds their targets, moderation meetings with the Head teacher/Senior Leadership team/subject coordinators take place at least twice yearly at the start of the academic year and in January/February, to discuss the progress of each child and use the data; to identify pupils who require involvement in intervention programmes; to support the identification of children with SEND or those who are more able, and to ensure the progress of vulnerable groups; mid phase transition, gender, Pupil Premium, FSM, looked after children and those with English as a second language, as appropriate.

Through the analysis of the attainment and progress recorded as well as standardised tests, work scrutiny and lesson observations, curricular trends and areas for development are also identified which can then feed into the school improvement plan.

## **CURRICULAR TARGETS**

Analysis of standardised tests informs the school of whole school/key stage/year group &/or cohort targets for core subject focus’s, which can then be shared with the governors/children & parents via letter/information evening.

## **INDIVIDUAL CHILDREN’S TARGETS.**

Pupils work with their class teacher to set individual and/or group targets relating to a specific element of a subject or social/emotional/behavioural target. These are arrived at through negotiation, reflection of the child’s progress and next steps in learning. They are recorded on target cards or in the children’s books. They are reviewed regularly, as required.

For pupils with additional needs, individual targets are also set in the child’s Termly Support Plans.

## **REPORTING TO PARENTS**

Parents are invited to attend a parent and teacher consultation evening twice yearly to share information about their child's learning, individual targets, and progress towards National Curriculum end of year expectations. (These may take place in person or via pre-booked telephone appointments.)

We offer parents of pupils in Year R the opportunity to discuss their child's achievement and progress within the Foundation Stage profile with their child's teacher through profile afternoons and evenings. (These may take place via pre-booked telephone appointments.)

For Y1-Y6, a mid-year summary report of progress against age related expectations is issued to parents in February and a full written report in July, covering attainment, progress and targets.

For children in Early Years Foundation Stage - Reception a written report is issued in February with a summary report in July.

For pupils with Education Health Care Plans or identified as SEND, Termly Support Plans, One Page Profiles and Individual Health Care Plans are drawn up and shared with children and their parents. Annual reviews are also conducted in accordance with the school's More Able and SEND policies.

The school operates an open-door policy which invites teachers and parents to contact each other as and when required to discuss any concerns regarding a child's progress.

## **PLANNING FOR ASSESSMENT**

Assessment opportunities are identified through the school's own Curriculum based on National Curriculum objectives and for Foundation aged children from the Early Years Foundation Stage Curriculum leading to the assessment of the Early Learning Goals.

Summative Assessment is timetabled at points throughout the year. See appendix 1

## **HOW ASSESSMENT IS USED.**

We plan lessons in line with the school curriculum and with clear objectives based upon the teachers' detailed knowledge of each child. Our aim is to scaffold lessons to enable all children to access learning and progress to the highest levels. Lesson plans make clear the expected outcomes for each lesson and these are shared with the children at the start of the lesson.

Children are then assessed against these objectives.

Information from assessments, both formative and summative, enable teachers to identify specific learning points for individuals, groups and whole classes which then feeds into planning; identifying any objectives not met allows the teacher to plan lessons or interventions, such as same day/next day interventions to quickly address these.

Pupil progress meetings between the Head Teacher, SLT/subject leaders and class teachers support staff in highlighting children with particular needs, ensuring that these needs can be effectively planned for, monitored and met.

## **MARKING AND FEEDBACK TO PUPILS IS AN INTEGRAL PART OF THIS POLICY**

We believe that feedback to pupils is very important, as it tells children how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible and give written comments to children of all ages.

Feedback in both oral and written format aims:

- ❖ To show interest and appreciation.
- ❖ To encourage and reassure
- ❖ To monitor progress against the target or objective
- ❖ To identify next steps in learning
- ❖ To help a child overcome difficulties and improve and to help a child evaluate their work.

We encourage the children to evaluate their own learning and that of others and make positive and constructive comments. Children are given time to respond to their learning and recognise that making mistakes is the key to also making progress. This may be within the lesson, Eg. Maths, or in a subsequent lesson, Eg. Writing.

Models of good examples of pieces of work are shared and discussed with children in order for them to appreciate and understand the expected target and level. Working walls with relevant information also help children to know what is expected of them and supports the learning.

## **PLEASE SEE THE MARKING AND FEEDBACK POLICY TO SEE THE RANGE OF STRATEGIES USED.**

### **RECORDING**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. It may include observations, discussions, photographic evidence or video and will often be on pieces of work, against the lesson objectives, also recorded in the school's tracking system. The recording we use is to mark progress and most importantly to record information that affects future learning.

We take the objectives for individual lessons from the School Curriculum based on the National Curriculum, and from the Age Related Expectations and Early Learning Goals. Teachers record the progress of each child against the expectations set. This information is continually reviewed, and passed on to appropriate staff.

Each child has their own yellow folder where all the details of their formal and standardised assessments are kept. These are kept in the filing cabinets in the central office.

Each file includes:

Annual Report, Baseline, KS1 and KS2 SATs results, and any other standardised tests administered along with any other relevant information.

Termly writing assessment together with the levelled marking criterion scale are kept by the class teacher in a designated folder and display file and follow the child through his/her time at school. Reading and Maths assessments and assessment against all other subject areas are kept in folders by the teacher. All recorded data is shared on the central tracking sites and age-related standardised scores are also kept by relevant subject coordinators.

### **RESPONSIBILITY FOR ASSESSMENT**

All teaching staff are responsible for keeping assessment information, including the schools electronic recording system, up to date.

All teaching staff are responsible for ensuring that agreed and standardised assessments are carried out as set out in the policy, are recorded and results are available to the SLT and Subject Coordinators.

The Headteacher and SLT are responsible for overseeing the recording and tracking systems, ensuring all are up to date, for analysing school performance, both statutory and in house and for carrying out Pupil Progress meetings.

Subject leaders and designated leaders for SEND, Disadvantaged pupils and More Able learners are responsible for using the assessment data as a part of their monitoring of teaching and learning.

### **MONITORING AND EVALUATING**

Mrs Calpin, the Headteacher, and Mr Pickering, Assistant Headteacher with a responsibility for Assessment is responsible for monitoring the implementation of this policy.

**Assessment Timetable**

**White Rose End of Block tests**

Test A - pre unit

Test B - 2 weeks after unit completed - put in maths books

	September	Aut half term	January	Spring half term	Before Easter	May/June	End of year
<b>Nursery</b>	All areas assessed on Evidence Me and data pack completed for SLT by half term		Overview of % for areas of learning updated and given to SLT (Evidence Me or Excel tracker)	Initial assessment undertaken for new starters and data collected	Overview of % for areas of learning updated and given to SLT (Evidence Me or Excel tracker)	Initial assessment undertaken for new starters and data collected	Overview of % for areas of learning updated and given to SLT (Evidence Me or Excel tracker)
<b>Reception</b>	Phonics assessment (internal alongside baseline)	Phonics assessment	Phonics assessment (DECEMBER)	Phonics assessment	Phonics assessment	Phonics assessment	Phonics assessment
	Baseline		Overview of % for areas of learning updated and given to SLT (Evidence Me or Excel tracker)		Overview of % for areas of learning updated and given to SLT (Evidence Me or Excel tracker)	Overview of % for areas of learning updated and given to SLT (Evidence Me or Excel tracker)	
<b>1</b>	writing assessment	writing assessment	writing assessment	writing assessment	writing assessment	writing assessment	
	phonics assessment	phonics assessment	phonics assessment	phonics assessment	phonics assessment	PHONICS SCREENING	
			WRH year 1 autumn arith WRH year 1 autumn reas			WRH year 1 spring arith WRH year 1 spring reas	
	Spelling - 100 HFW	Spelling - SET A	Spelling - 100 HFW Spelling - SET B *1st week back	Spelling - SET C	Spelling - SET D	Spelling - 100 HFW Spelling - SET E	Spelling - Set F
<b>2</b>	writing assessment	writing assessment	writing assessment	writing assessment	writing assessment	writing assessment	
	phonics assessment	phonics assessment *not passed	phonics assessment *not passed	phonics assessment *not passed	phonics assessment *not passed	phonics assessment *not passed	
	WRH year 1 summer arith WRH year 1 summer reas		WRH year 2 autumn arith WRH year 2 autumn reas			KS1 MATHS SATS	
	Spelling - 100 and 200 HFW	Spelling - SET A	Spelling - 100 and 200 HFW Spelling - SET B *1st week back	Spelling - SET C	Spelling - SET D	Spelling - 100 and 200 HFW * after sats Spelling - SET E	Spelling - Set F
			PIRA year 2 Autumn			PIRA year 2 spring KS1 READING SATS	
	GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	KS1 GPS SATS	
<b>3</b>	writing assessment	Writing assessment	Writing assessment	Writing assessment	Writing assessment	Writing assessment	
	PIRA year 2 Summer		PIRA year 3 autumn			PIRA year 3 Spring	
		GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	
	WRH year 2 summer arith WRH year 2 summer reas		WRH year 3 autumn arith WRH year 3 autumn reas			WRH year 3 spring arith WRH year 3 spring reas	
	Spelling - yr 1 2 CE words Spelling - yr 3 4 statutory words	Spelling - SET A	Spelling - SET B *1st week back	Spelling - SET C	Spelling - Set D	Spelling - Set E KS1 SPELLING SATS	Spelling - Set F
		TTRS baseline			TTRS baseline		
<b>4</b>	writing assessment	Writing assessment	Writing assessment	Writing assessment	Writing assessment	Writing assessment	
	PIRA year 3 Summer		PIRA year 4 autumn			PIRA year 4 Spring	
		GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	
	WRH year 3 summer arith WRH year 3 summer reas		WRH year 4 autumn arith WRH year 4 autumn reas			WRH year 4 spring arith WRH year 4 spring reas	
	Spelling - yr 1 2 CE words *as appropriate Spelling - yr 3 4 statutory words	Spelling - SET A	Spelling - SET B *1st week back	Spelling - SET C	Spelling - Set D	Spelling - Set E	Spelling - Set F
		TTRS baseline		TTRS baseline	MTC check		
<b>5</b>	writing assessment	Writing assessment	Writing assessment	Writing assessment	Writing assessment	Writing assessment	
	PIRA year 4 Summer		PIRA year 5 autumn			PIRA year 5 Spring	
		GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	
	WRH year 4 summer arith WRH year 4 summer reas		WRH year 5 autumn arith WRH year 5 autumn reas			WRH year 5 spring arith WRH year 5 spring reas	
	Spelling - yr 3 4 statutory words Spelling - yr 5 6 statutory words	Spelling - SET A	Spelling - SET B *1st week back	Spelling - SET C	Spelling - Set D	Spelling - Set E	Spelling - Set F
		TTRS baseline			TTRS baseline		
<b>6</b>	writing assessment	Writing assessment	Writing assessment	Writing assessment	Writing assessment	Writing assessment	
	PIRA year 5 Summer		PIRA year 6 autumn			PIRA year 6 Spring KS2 READING SATS	
		GPS - rising stars	GPS - rising stars	GPS - rising stars	GPS - rising stars	KS2 GPS SATS	
	WRH year 5 summer arith WRH year 5 summer reas		WRH year 6 autumn arith WRH year 6 autumn reas			KS2 MATHS SATS	
	Spelling - yr 3 4 statutory words * as appropriate Spelling - yr 5 6 statutory words	Spelling - SET A	Spelling - SET B *1st week back	Spelling - SET C	Spelling - Set D	Spelling - Set E KS2 SPELLINGS SATS	Spelling - Set F
		TTRS baseline			TTRS baseline		