



Adderley Primary School Assessment Policy

2019-2021

Agreed by:	Governing Body	
Review date:	December 2021	

ASSESSMENT POLICY

RIGHTS RESPECTING SCHOOL:

THIS POLICY HAS BEEN WRITTEN WITH REFERENCE TO THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest.

This policy is designed to support the assessment and monitoring cycle and ensure consistency across our school by providing a system that tracks pupils' attainment and progress seamlessly across a child's whole school journey.

Assessment is fundamental to be able to extend and challenge children's learning so they can reach their full potential. It provides a whole-school framework in which educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment is incorporated systematically into teaching strategies in order to assess progress, diagnose any needed developments whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

Principles

Using the principles and processes of assessment outlined in this policy, we aim to:

- monitor progress and support learning;
- recognise the achievements of pupils and identify any areas of development;
- inform pupils of their progress and next steps;
- guide planning, teaching, additional support, curriculum development and resources;
- inform parents and the wider community of pupil achievement;
- provide information to ensure continuity when the pupil moves class, year group or school;
- comply with statutory requirements.

See the Assessment Calendar in Appendix 1

Types of Assessment

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Children are provided with achievable next steps (*either verbally or written in line with the Feedback Policy*) linked to curricular targets to enable them to make progress independently which are directly linked with marking, questioning and feedback.

Summative:

- Summative assessment takes place at the end of each half term. It may be made of up formal testing, results from ongoing teacher assessment and progress against the children's individual targets. These

outcomes should be recorded in the school's tracking system (Educater) and used to inform judgements when reporting to parents.

- SLT and Subject Leaders use the results of the summative assessment to gain an overview of achievement and progress in their subject/year group; identify patterns and plan next steps (including CPD and monitoring) to achieve whole school and group-specific targets.
- Senior Leaders use the data to analyse school performance against national targets and expectations; identifying specific groups to track and monitor progress with a focus on narrowing the gap. Assessment analysis is used to inform leaders and Governors of current priorities and underpin school development and self-evaluation.
- The assessment of achievement and progress of disadvantaged pupils should include an analysis of the impact of the spending of additional funding.

See Appendix 2: Knowing the Data

Assessment Points (AP)

Assessments are typically recorded on Educater every term as follows:

BASELINE	AP1 AUTUMN	AP2 SPRING	AP3 SUMMER
2 nd week of September	1 st week of December	1 st week of March	Last week of June
Reception Baseline completed by end of September	Diagnostic formative assessments and summative tests inform expectations and tracking points on Educater.	Diagnostic formative assessments and summative tests inform expectations and tracking points on Educater.	Statutory data for EYFSP, Phonics & KS1 Teacher Assessments submitted in accordance with LA Data Collections dates
Y1-6 use SUMMER data from previous year to inform baseline			Y4 Times Tables check KS2 Teacher Assessments submitted to STA in accordance with deadline
Baseline moderated and analysed by SLT	AP1 data moderated and analysed by SLT	AP2 data moderated and analysed by SLT	AP3 data moderated and analysed by SLT

Once the deadline for each AP is reached and judgements are signed-off, data will be locked by SLT. This data is moderated and used for Pupil Progress Meetings.

See also the Assessment Calendar in Appendix 1

Early Years Foundation Stage

On entry to the school children will be baseline assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to make progress. Pupils will be assessed using the Early Years *Foundation Stage Profile* (EYFSP) which is based on ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Every term, teachers should judge which age-band a child is working in and whether they are Emerging (E), Developing (D) or Secure (S) within that band for each of the 17 areas. This data should be recorded in the Tiny Tracker grid of Educater. (See Appendix 3)

	Entry	Autumn	Spring	Summer
Nursery 1	S - 16-26	E - 22-36	D - 22-36	S - 22-36
Nursery 2	S - 22-36	E - 30-50	D - 30-50	S - 30-50
Reception	S - 30-50	E - 40-60	D - 40-60	S - 40-60

At the end of the Reception Year, teachers should make judgements against the 17 Early Learning Goals. Practitioners must judge whether a child is meeting the level of development expected at the end of Reception (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). (see Appendix 3).

Using Tapestry in the Early Years

We use an online system called Tapestry to record and store observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. Tapestry allows staff and parents to access the child's Learning Journey from any computer or tablet via a personal, password-protected login.

- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos.
- Parent log-ins do not have the necessary permission to edit existing material. Parents logging into the system are only able to see their own child's Learning Journey.

Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. Observations input into the Tapestry system are validated by the child's Class Teacher before being added to the child's Learning Journey.

Key Stages 1 and 2

On entry into Key Stage 1, where a child is working below ARE, their baseline should reflect their true ability against Development Matters (i.e. 30-50S or 40-60D etc.) rather than their summative EYFS Profile judgement of Emerging. This enables them to show steps of progress across Key Stage 1.

The focus for assessment is based on the understanding and application of each phases' objectives. On an ongoing basis, teachers record a child's achievement against the stars on Educater.

Every term, supported by the pupil evidence, formative and assessment moderation, teachers' professional judgement should be used to determine whether each child has met:

- More than 27% objectives achieved – *the child is 'Emerging' into the programme of study*
- More than 50% of the objectives achieved – *the child is 'Developing' within the programme of study*
- 70% plus of the objectives achieved – *the child is 'Secure' in the programme of study. However, all of the **key objectives** must be achieved for the child to be deemed secure.*

Year Group tracking point expectations are set on Educater as follows:

	Entry	Autumn	Spring	Summer
Year 1	9	10	11	12
Year 2	12	13	14	15
Year 3	15	16	17	18
Year 4	18	19	20	21
Year 5	21	22	23	24
Year 6	24	25	26	27

Greater Depth - More and Most Able Learners

More able pupils should be 'stretched' by deepening their learning through independent application of knowledge and skills from their year group's objectives, across a range of subjects and learning opportunities

More able learners will be identified as **Above** or **Well Above** on the Point In Time Assessment (PITA). Each step modifies a child's tracking point as shown in the table below, allowing the school to generate a higher average point score. *It is very unlikely that a pupil will be awarded Well Above in KS1.*

Above (Deeper Learner)	Well Above (Deepest Learner)
This is above the expected standard depth of application and understanding. Good application of learning.	This is well above the expected standard depth of application and understanding. Very good application of learning.
Applies understanding in more complex situations.	Applies understanding creatively in more intricate situations.
Uses facts, information or procedures to respond to, solve and answer complex problems.	Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems.
Applies own knowledge in an alternative and unusual context.	Applies own knowledge into alternative and unique contexts.
Blooms Taxonomy example rating: Analysis: infer, separate Synthesis: Combine, Compose, Create, Design	Blooms Taxonomy example rating: Evaluate: compare, judge
Children achieving Exceeding at EYFS or Greater Depth at KS1. Children on track to achieve 110 on the scaled score test at KS2	Children on track to achieve 115+ on the scaled score test at KS2.
Adds 1 points to the overall tracking point	Adds 2 points to the overall tracking point

While it is expected, that children make three points progress across a year, some children may progress further from the 'expected depth' to 'greater depth' over a key stage or from **Above** to **Well Above**. In this case, they will make accelerated progress over time.

Children who attain Exceeding at the end of EYFS, or Greater depth at KS1 should be identified with an **Above** in their PITA.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for achieving each of the curricular objectives.

Moderation will take place:

- With colleagues across the year group
- With colleagues across the school
- With SLT during pupil progress meetings
- With colleagues across the local consortium of schools
- By attending LA sessions to ensure our judgements are in line with other schools.

Target Setting and Predictions

Target setting should take account of a pupil's prior attainment and rates of progress; knowledge of the child's individual needs; and external sources including the DFE expectations for KS2 and FFT recommendations.

Targets should be set for all pupils across the core-curriculum and recorded on Educater.

- The majority of children are expected to make 3 points progress across the year, completing the whole programme of study in 12 months.
- Children beginning the year below ARE should be set an aspirational target of 4 points progress to close the gap over time.
- Children with the potential of achieving higher outcomes, should set a target to increase their depth of learning over time.

It is expected that less able pupils may be working on objectives from the programmes of study from lower year groups and therefore, judged against that year band. (i.e. a pupil in Year 4 might have an attainment of Year 3 Emerging).

Assessment of other National Curriculum Subjects

While English (reading and writing), Maths and Science judgements are made using Educater, assessment of Foundation Subjects is linked to the Essential Skills being taught through the Cornerstones Curriculum. This correlates to end of year expectations for each subject area depending on the Imaginative Learning Projects (ILPs) that are being taught. Teachers are to make formative assessments using the assessment tool on Cornerstones Maestro by clicking on the 'lesson taught' button. PE is assessed ongoing by the PE teachers using the PE Hub (see PE Policy). Computing is assessed through teacher assessments using the Rising Stars Switched On ICT curriculum programme.

Assessment of newly arrived EAL A, B or C Pupils

- Pupil to be grouped with supportive role models in class.
- Assessments to be carried out in first week.
- Each pupil needs to be assessed through an unaided piece of writing (using appropriate writing criteria), reading of High Frequency Words (Rec/Y1/Y2 as appropriate), Letters & Sounds Assessment and basic number and calculations in line with Y1 expectations (or EYFS development bands for Reception pupils).
- The EAL Leader and Class Teacher establish an Educater judgement.

Assessment of newly arrived non EAL Pupils

- Pupil to be grouped with supportive role models in class.
- Assessments to be carried out in first week.
- Each pupil needs to be assessed through an unaided piece of writing, Cracking Comprehension Test, Letters & Sounds Assessment (if appropriate) and a Arithmetic & Reasoning Test.

- Evidence to be reported to SLT. The SLT and Class Teacher establish an Educater judgement.

Reporting to Parents

Parents will be given a short mid-year report as well as a more in-depth report at the end of the summer term. In each report, pupils' learning will be described according to how securely they have learned the curriculum for their age so far that year. Targets will be given for Reading, Writing, Maths and Science. In the summer term, more information will be given which details the pupils' achievements in all curriculum areas. Parents will also be kept up to date with their child's progress during Parent Afternoons where their work, achievements and next steps will be discussed. In all cases, this is an opportunity to:

- Promote positive relationships with school, parents and agencies;
- Share achievement and progress information in relation to national expectations and coverage of the curriculum;
- Discuss the child's attitudes to learning;
- Agree and set targets;
- Suggest support strategies available to the child and wider family.

It is important that the assessment system is transparent and clear for parents, and teachers should inform them of whether their child is:

- Above;
- At;
- Below Age Related Expectation

and not complicate this clear picture by explaining that they are 'Year 2 Emerging' or at '15 Tracking Points'.

Appendix 1: Calendar of Assessments – Teacher Judgements Confirmed Via Educater

BASELINE		AUTUMN		SPRING		SUMMER	
EYFS	<ul style="list-style-type: none"> RECEPTION BASELINE (DEVELOPMENT BANDS) WELLCOMM ASSESSMENT 	<ul style="list-style-type: none"> FORMATIVE ASSESSMENT 		<ul style="list-style-type: none"> FORMATIVE ASSESSMENT WELLCOMM ASSESSMENT 		<ul style="list-style-type: none"> EYFS PROFILE* PiRA WELLCOMM ASSESSMENT 	
Y1	<ul style="list-style-type: none"> USE EYFSP DATA USE PiRA FROM END OF EYFS 	<ul style="list-style-type: none"> FORMATIVE ASSESSMENT MOCK PHONICS 		<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS MOCK PHONICS 		<ul style="list-style-type: none"> PHONICS SCREENING CHECK* RISING STARS REA SPAG MATHS PiRA 	
Y2	<ul style="list-style-type: none"> END OF Y1 ANALYSIS USE PiRA FROM END OF Y1 	<ul style="list-style-type: none"> 2016 SATs PAPER + SPAG PHONICS 	<ul style="list-style-type: none"> 2017 SATs PAPER + SPAG PHONICS 	<ul style="list-style-type: none"> 2018 SATs PAPER + SPAG PHONICS 	<ul style="list-style-type: none"> 2019 SATs PAPER + SPAG PHONICS 	<ul style="list-style-type: none"> KS1 SATs* + OPTIONAL SPAG PHONICS RETAKES 	<ul style="list-style-type: none"> END OF YEAR TEACHER ASSESSMENT PiRA
Y3	<ul style="list-style-type: none"> Y2 SATs ANALYSIS REA SPAG MATHS USE PiRA FROM END OF Y2 	<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS TIMES TABLES TEST PiRA 		<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS TIMES TABLES TEST 		<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS PiRA TIMES TABLES TEST 	
Y4	<ul style="list-style-type: none"> END OF Y3 ANALYSIS USE PiRA FROM END OF Y3 	<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS TIMES TABLES TEST PiRA 		<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS TIMES TABLES TEST 		<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS PiRA TIMES TABLES CHECK* 	
Y5	<ul style="list-style-type: none"> END OF Y4 ANALYSIS USE PiRA FROM END OF Y4 	<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS TIMES TABLES TEST PiRA 		<ul style="list-style-type: none"> RISING STARS REA SPAG MATHS TIMES TABLES TEST 		<ul style="list-style-type: none"> 2019 SATs PAPER REA SPAG MATHS PiRA TIMES TABLES TEST 	
Y6	<ul style="list-style-type: none"> SATs PAPER ANALYSIS FROM Y5 	<ul style="list-style-type: none"> 2016 SATs PAPER REA SPAG MATHS 	<ul style="list-style-type: none"> 2017 SATs PAPER REA SPAG MATHS PiRA 	<ul style="list-style-type: none"> 2018 SATs PAPER REA SPAG MATHS 	<ul style="list-style-type: none"> 2019 SATs PAPER REA SPAG MATHS PiRA 	<ul style="list-style-type: none"> KS2 SATs* 	<ul style="list-style-type: none"> FORMATIVE ASSESSMENT PiRA

Appendix 2: Knowing the Data

Ofsted

- What rating is the school?
- How do they know?
- What are the strengths?
- What are the priorities for development? What are they doing about it?

Governors

- How well is the school achieving against targets and floor standards?
- How are groups of learners achieving?
- How is the school closing the gap between key groups?
- How are target children being supported?
- Is the budget suitably allocated to make progress? Value for money?
- What does the school need to do next?
- How does the data reflect on Leadership standards?

Senior Leaders

- How well are we doing? Is the gap closing? How do I know?
- Is this triangulated with other monitoring?
- How effective is the SDP?
- Where are we in terms of floor targets?
- How does the data reflect on Leadership standards?
- What next?

Leadership Team/Subject Leaders

- How well is the phase performing?
- Are they on track? What is the long term impact if not?
- Does the data mirror my observations and monitoring?
- How are we doing Year on Year?
- Are initiatives having desired impact?
- What are the patterns?

Year Groups

- How well is the cohort performing? Compared to prior data?
- How well are groups of learners performing?
- Are they on target? Is the grouping/support correct?
- What do we need to do next?
- What is the long term impact if they are not on track?

Class Teachers and Teaching Assistants

- Teacher Assessment; Intervention Progress; PPM target Progress
- How accurate is my assessment? How does this compare with National ARE guidance?
- How well are my class doing? How are my 'combineds' doing?
- How well are they doing based on prior attainment?
- How effective is my teaching/interventions? What do I need to do next?
- What intervention is needed?

Learners and their Parents/Carers

- What are my strengths? How do I know?
- What are my targets?
- How do I know how to achieve them?
- How do I know how well I'm doing?
- What are my next steps?

Appendix 3: Tracking Point Scale

Phase	Year	Tracking Point	Description
EYFS	N1	1	22-36 Emerging
		2	22-36 Developing
		3	22-36 Secure
	N2	4	30-50 Emerging
		5	30-50 Developing
		6	30-50 Secure 40-60 Trace
	YR	7	40-60 Emerging
		7.5	40-60 Developing
		8	40-60 Secure
		9	ELG Met ELG Exceeding
Key Stage 1	Y1	10	Yr 1 Emerging
		11	Yr 1 Developing
		12	Yr 1 Secure
	Y2	13	Yr 2 Emerging
		14	Yr 2 Developing
		15	Yr 2 Secure
Lower Key Stage 2	Y3	16	Yr 3 Emerging
		17	Yr 3 Developing
		18	Yr 3 Secure
	Y4	19	Yr 4 Emerging
		20	Yr 4 Developing
		21	Yr 4 Secure
Upper Key Stage 2	Y5	22	Yr 5 Emerging
		23	Yr 5 Developing
		24	Yr 5 Secure
	Y6	25	Yr 6 Emerging
		26	Yr 6 Developing
		27	Yr 6 Secure

PITA Above adds 1 point

PITA Well Above adds 2 points

Appendix 4: Depth of Learning Scale

Point In Time Assessments (PITA)				
	Below Shallow Learner	Expected Expected Depth	Above Deeper Learner	Well Above Deepest Learner
Description	This is below the expected standard depth of application and understanding. Does not apply their learning.	This is the expected standard depth of application and understanding. Average application of learning.	This is above the expected standard depth of application and understanding. Good application of learning.	This is well above the expected standard depth of application and understanding. Very good application of learning.
Detail	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.
Blooms Taxonomy	Knowledge: define, identify	Comprehension: explain, summarize Application: demonstrate, show	Analysis: infer, separate Synthesis: combine, compose, create, design	Evaluate: compare, judge
Reading Example	The information that needs to be located is basic, is highly prominent and limited to one or two pieces. It is clearly located by question wording and limited to a short section of the text. Competing information is limited	The information is fairly prominent based on the questions wording and is limited to two pieces. It is limited to a short section of the text. There is some competing evidence.	The target information is may not be clearly located by the question. It is not prominent within the text, and maybe of more than one or two pieces. There is an increasing amount of competing information, either within the text or in the form of functional distractors.	The target information is not strongly located by the question. It is not prominent within the text, and not limited to one or two pieces. There is significant competing information, either within the text or in the form of functional distractors.
Calculation Example	No numeric steps	One, or a small number of numeric steps	A larger number of numeric steps. All steps are Simple	A larger number of numeric steps, at least one of which is more complex

