Perton Primary Academy

Assessment Policy

Policy updated February 2018: ET /SLT

Reviewed by LAC: March 2019

At Perton Primary Academy, we believe that Assessment is central to Quality First Teaching and Learning. This policy reflects the shared aims of all staff and Local Academy Councillors (LAC) and applies to all children in our care. The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

The Assessment Policy should be read in conjunction with policies listed below:
- SUAT Feedback Policy
- Responding to Children's Learning Policy
- Teaching and Learning

Principles

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our academy generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our academy is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Our approach is inclusive and we strive for children of all abilities to achieve.

Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

Roles and responsibilities

LAC Governors

• Monitor ASP: Analysing School Performance compared to National data.
• Monitor whole school termly data.
• Monitor assessment practices in school.

Senior Leadership Team

• Ensure Moderation of teacher assessments and tests.
• Set realistic whole school targets.
• Analyse data for school improvement and reporting.
• Lead and monitor whole school assessment practices.
• Provide training for teachers to ensure a good understanding of assessment and assessment practice.
• Monitor the PPMs – Pupil Progress Meetings

Teachers

• Regularly use ongoing formative assessment.
• Make summative judgements at defined points in time.
• Provide feedback to pupils and set realistic targets for individual pupils.
• Provide assessment information in PPMs to the senior leadership team
• Lead discussions with regard to children's progress against ARE
• Annually Report progress to parents

Learning Support Assistants

• Provide feedback to teachers on pupil progress and attainment.

Parents and carers

• Attend meetings with teachers to discuss their children's attainment and progress.
• Contributing to individual target plans where appropriate

Pupils take ownership of their learning, working hard to achieve their targets.

We use 3 key forms of assessment:

• In-school formative
• In-school summative
• Nationally standardised summative.

Formative assessment includes:

• probing questions to deepen understanding
• responding to pupils' work

- reflection against the 'steps to success' at regular intervals
- addressing children's misconceptions
- observational assessment within Early Years
- regular short re-cap plenaries
- peer feed-back from a 'buddy'.
- child self- assessment and reflection on learning

Peer / Self-Assessment: Children reflect on their work and the outcomes from the lesson. We use a range of self and peer-assessment strategies including; Star and a Wish, Purple Pen of Power, Buddy / Talk partners, Traffic lighting and a 'High 5' sentence checklist.

Children are encouraged to reflect upon their 'Steps to Success'. These are 2-3 success criteria including a challenge highlighted in red. Children tick the 'I Can' statements and identify whether they have been achieved. Teachers highlight in green if met. These routines are planned into lessons by teachers to ensure children have opportunities to reflect on their own and each other's work.

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. They may take the form of written tests, observations, assessment tasks, photographs or learning journals in Early Years.

In English, National Curriculum statements are used for moderation to measure, track and assess children's attainment. We use the grids to reference supporting evidence and make age-related judgements on children's attainment.

Expected Pupils' progress is measured as <u>3 Steps progress</u> in relation to their starting points. Each child's attainment step is determined by the proportion of the appropriate curriculum that they have mastered. Statements in the grids can be found in the 'Stats Sheffield' web-site.

Step	Appropriate Curriculum	
1-15	Pre NC Attainment targets	
16		Developing
17	Y1 Curriculum	Secure
18		Greater Depth
19	Y2 Curriculum	Developing

20		Secure
21		Greater Depth
22	Y3 Curriculum	Developing
23		Secure
24		Greater Depth
25	Y4 Curriculum	Developing
26		Secure
27		Greater Depth

In English, we use Cornerstones resources to teach, plan and assess. We use Cornerstones Standardised Reading, Comprehension Tests. We use Rising Stars SPAG Tests, from Y1 – Y4 to compare against age-related expectations at termly intervals.

In Mathematics, we use Inspire Maths to teach, plan and assess children's mathematical understanding. Children complete regular practice books that inform ongoing assessments made by teaching staff. These are marked according to the schools 'Responding to Children's Learning' policy to inform future planning and day to day assessment of children's understanding. Additional tasks such as 'Challenging Practice' and 'Assessment Books' encourage children to further apply their mathematical knowledge.

At regular intervals during the year, children carry out Inspire Maths Assessments that focus on Arithmetic (Paper 1) and Reasoning (Paper 2). These are used as a baseline of children's knowledge and understanding in Autumn A and progress is measured against this in Spring and then again in Summer.

Children in KS2 are also assessed against TOBANs tests to monitor their ability in basic arithmetic skills. This provides a standardised score for children in specific areas of maths. These skills are then developed using regular 'Maths Meetings' and are reassessed in Spring and Summer terms.

Moderation

Teachers meet in Phase groups to analyse pupils work against age related expectations. Moderation within the Trust Academies is carried out in core subjects in autumn (Nov) and spring (Mar). End of year Moderation takes place across the local cluster with Y5 for transition to Middle School. Moderation is a shared discussion through which teachers challenge each other's judgements and engage in professional dialogue. External moderation is carried out alongside local and MAT schools at least once a year.

In Y4, moderation supports transition. Y2 are moderated externally by the Local Authority on a four yearly basis.

Tracking pupil progress

We use **Educater** Assessment system to set targets, track pupil progress and attainment in core subjects. We ensure assessment is an integral part of classroom practice and school improvement. Data from teacher assessments is ongoing and judgements are entered periodically. Data is ratified termly for English and Mathematics and annually for foundation subjects.

The senior leadership team monitors the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The system highlights children whose progress is below the expected level and who may need additional support or intervention. This information is collated as part of Pupil Progress Meetings and shared with members of the SLT. Progress and attainment information is communicated to all stakeholders, including parents and Local Academy Council, LAC.

National assessment

We ensure all statutory assessments are administered in accordance with DFE guidance and reported to all stakeholders as appropriate. Nationally standardized summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from KS1 national tests are used to inform in-school summative assessment and practice.

At the end of Key Stage 1, Year 2, pupils are assessed through statutory assessments in English. These are Teacher assessments in Reading, Writing, and Mathematics (Arithmetic and Reasoning). These assessments will determine whether children are 'Working towards national standard', 'Working at national standard' or 'Working at greater depth'.

Analyse School Performance (DfE ASP)

ASP is used to compare and interrogate school data against National, to inform governors and to provide challenge to Leaders on standards.

The Inspection Data Summary Report, IDSR indicates progress trends and issues from the summary data.

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to identify pupils who may need support or intervention. These assessments can also be used to inform Individual Target Plans for children. Progress for all children is measured in the most appropriate way for the individual child. In Y2 SATs Pre Key Stage levels 1-3 are used from 2019.

Assessing the most able children

Children who achieve all age-related statements at an earlier point to their peers, can be judged to have shown greater depth of learning in that subject or subject area.

Assessing children in EYFS

Our EYFS assessment presents a holistic view of a child's learning and development and our judgements take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. Teachers use **TAPESTRY** software to capture and collate observational evidence in online 'Learning Journeys'.

Teachers record children's progress in the typical behaviors for 22–36 months, 30–50 months, 40–60+ months and the Early Learning Goals, ELGs. 1-3 and use Development Matters grids to identify gaps in skills to order to target focus children.

	N1	N2	Rec
On Entry expected	16 – 26 sec 22-36 em	22-36 sec 30-50 em	30-50 sec 40-60 em
Exceeding at end of year	30 – 50 dev	40-60 dev	ELG 3

In EYFS, Teachers input the summative data on to Educater's **'Tiny Tracker',** which synchronises with SIMS Management system at four collection points: On Entry, and at the end of each term. The school will voluntarily pilot DfE's NFER baseline assessment in Sept 2019.

At the end of the Early Years Foundation Stage a summative assessment is made in each of the 17 strands. A Good Level of Development, GLD is established based on the three Prime and two Specific areas of learning.

Phonics:

We teach Read Write Inc systematic, synthetic phonics approach and monitor progress of groups against RWI expectations each half term.

The Phonics screening check for Year 1 pupils takes place in June. Children will read 40 words including 'alien' words to the teacher. Teachers will assess if children need extra help in Reading. If a child does not meet the expected standard in Y1 they will retake the screening test in Y2.

Perton Primary Academy: Assessment overview

September	⮞ Report to LAC (Local academy Council). ⮞ Nursery / Reception Baseline ⬤ Pupil target setting / Performance Management Meetings ⬤ ITP's and Interventions in place ⬤ Inspire Maths baseline
October (End of Au 1)	⮞ TOBANs Maths assessments ⮞ Phonics Half-termly assessments ⮞ In-house moderation ⮞ Parent's Evenings
November	⮞ SUAT English moderation ⮞ ASP data analysis - LAC
December (End of Au 2)	⮞ Reading assessment ⮞ Input Data on Educater / Tiny trackers ⮞ Analyse Data ⮞ PPM Reviews ⮞ Cornerstones or Reading / SPaG Assessments (Rising Stars Y1 Au)
January	⮞ ITP Review Meetings ⮞ Teacher performance management reviews
February (End of Spring 1)	⮞ English moderation ⮞ TOBANs Maths assessments Y3/4 ⮞ Inspire Maths summative assessment
March/April (End of Spring 2)	⮞ SUAT Maths Moderation ⮞ Input data Educater / Tiny trackers ⮞ Cornerstones Reading / SPaG Assessments ⮞ PPM Review ⮞ Parent's Evenings
May	⮞ National SATs testing Y2 ⮞ Local Cluster Moderation ⮞ ITP and Intervention Reviews
June/July	⮞ Y1 phonics screening test ⮞ Cornerstones Reading / SPaG assessments ⮞ TOBANs Maths assessments ⮞ Transition meetings: class information hand-over ⮞ Data on Educater trackers / Data analysis SLT ⮞ Annual Reports to parents ⮞ Pupil Progress meetings