



Huyton with Roby C.E. Primary School

A Whole School ASSESSMENT POLICY

September 2021

Review date September 2022

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

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. Results and observations are kept in teacher's own record books, or the children's own books.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, NFER Optional Tests writing assessments. Summative tests help teachers in making end of key stage assessments.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo.

Assessment in the Foundation Stage

When the children enter reception in September staff will carry out a Baseline Test. This can be used to assess areas for development and address gaps in learning. A Wellcomm assessment is also completed to inform provision and interventions.

Although assessment is ongoing on a daily basis, we make half termly assessments of children's learning. This is recorded; we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS mostly takes the form of observation, Using "Evidence Me" app and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual Learning Journeys.

Assessment judgements are then transferred to GLD trackers and are shared with class teachers, SLT and the Governors of the school. Children at risk of delay are targeted for support to ensure they make progress. Internal moderation validates the judgments and we currently receive support from EY2P as our external moderation..

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs. We give the opportunity for the parents to discuss these judgements with the EYFS teacher.

Assessment in Key Stage 1

In year 1 the children will have on going assessments and observations to determine their progress using Writing and bench marking for the Reading. We also use the Sandwell diagnostic Maths test. In the spring and summer term the Year 1 children will sit a NFER standardised test. The children will be assessed on their phonic knowledge with a statutory test in June.

Throughout the year children will participate in regular phonic checks:

- September 2015

- November 2016
- January 2017
- March 2018
- May 2019
- June 2022

This year only Year 2 will sit the Phonic Check 2018 in Autumn 2. Those who do not pass will take the retest in June with Year 1. At the end of the testing phase year results are reported to Parents, Governors and LDST.

During their time in Year 2 the children will have been assessed each term on Reading, Writing and Maths and their end of year SAT level will be reported to Parents, Governors, LA and LDST.

Assessment in Key Stage 2

Throughout Key Stage 2 the children will have termly either NFER or practice SAT tests and the results will be shared with the children and parents. This will inform teachers' planning and enable targeted support to be deployed effectively. Results will be reported to Parents, Governors and LDST.

Standardisation/Moderation

Judgements will be based on NFER/Test score and scaled scores. These will be entered into "AskEDDi". During Pupil progress meetings discussions will take place and Staff will then make a judgement as to the likelihood of children being at the expected standard by the end of the year based on what the children have been taught to date.

Staff judgements will be moderated during the data collection cycle by TLRs, across school moderation, external LDST moderation across schools.

The process of moderation is an integral part in assuring consistency and accuracy of judgments.

This will take the form of class teachers moderating writing between year group partners. English lead will sample books and reading comprehension tests to ensure accuracy of judgements and selected book scrutiny. Maths lead will sample test papers and cross reference with a book look to ensure accuracy of judgements.

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

There are opportunities for parents to talk to class teacher planned to discuss their child's progress with the class teacher. A written report for each child is sent to parents at the end of each term. There is an opportunity for parents to come and discuss their child's report with the class teacher if parents request it. Reports outline a child's progress and attainment in the core and foundation subjects of the National Curriculum. At the end of the year the teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Challenging Targets for Reading, Writing and Maths are set based on the child's EYFS end of year result for the end of Key Stage 1 and Key Stage 1 result for the end of Key Stage 2. Progress is monitored each year towards the target and if necessary the target is adjusted if it seems likely to be exceeded, (not lowered).

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided on the end of year reports. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher.

Target Setting and reviewing progress

Target setting fits into the annual cycle of school review, planning and action.

The Role of the School Assessment Leader

A member of the SLT has the responsibility for the development of the assessment, recording and reporting procedures in school.

The responsibilities include:

- contribute to the SDP through work with the SMT
- leading school development in assessment, recording and reporting (ARR) procedures
- liaison with subject leaders within the school
- attend and lead INSET where appropriate
- keeping Governors informed

Pupil Progress Meetings

What are pupil progress meetings?

Pupil Progress meetings provide a regular timetabled forum for analysis and discussion of the factors that have supported progress and identifies collaborative actions to overcome barriers.

- Pupil progress meetings effectively ensure that teachers are accountable for pupil progress.
- Pupil progress meetings enable questions about the data to be posed and tracking to move off the page into actions for learning.
- Pupil progress meetings demonstrate and celebrate success.

- Pupil progress meetings support teachers and their professional development.

An overview of standards:

Where are pupils in relation to the expected standard in Reading, writing and mathematics:

- % of the class working below/within/above
- % of each group working below/within/above

Teachers complete the RAG rated Raising Attainment Plans (RAPs) for their year group.

Progress in relation to prior attainment: Where are pupils in relation to prior attainment (progress):

Use the information from AskEddi

Areas of underachievement

Which pupils are not making expected progress from prior attainment? **MUST** target group

Discussion about reasons and context (barriers)

Agree actions, interventions

Use ranking to identify *COULD* target group:

Pupils top ranked using scaled/standardised scores: what can we do to accelerate progress further for pupils to reach a higher standard?

Pupils bottom ranked: what can we do to secure this standard?

Agree actions, interventions

Termly Pupil Progress Meetings

Staff need to complete for the meeting:

- Complete question Level analysis and identify gaps and plan appropriate interventions by inputting test results into AskEDDi.
- NFER ranking of their children using scaled score which will be done by AskEDDi.
- Identify the Must and Could children and review effectiveness of previous intervention and its impact and plan new interventions if necessary.
- Record this information on RAPs for the year group.

After the meeting the assessment lead will:

- Collate Must and Could children and incorporate them in to each year's groups RAPs.
- Ensure that the work of Must and Could children is monitored throughout the subsequent teaching period and reported back to SLT.
- Make a report to the Headteacher for the Monitoring board.

First meeting of the year - Half Termly Pupil Progress Meetings

Staff need to complete for the meeting:

- Establishing gaps in learning for core subjects for each child
- Have a plan for how these gaps in learning will be addressed.
- Have an Updated RAP

At the Meeting:

- ⊙ Discuss the plan for addressing gaps in learning
- ⊙ PPG children will be discussed first, Must and Should children. This will include the provision of interventions.
- ⊙ Must children who aren't PPG
- ⊙ Use specific book evidence to show impact and progress.
- ⊙ What are the specific barriers or needs.
- ⊙ Identify targets for the end of the year.

After the meeting the assessment lead will:

- ⊙ Make a report to the Headteacher for the Monitoring board.
- ⊙ Ensure that the work of Must and Could children is monitored throughout the subsequent teaching period and reported back to SLT.
- ⊙ Notes from the meeting will be added to the RAP
- ⊙ New interventions and actions from the meeting started

Half Termly Pupil Progress Meetings

Staff need to complete for the meeting:

- An evaluation of all interventions and progress towards targets.
- Monitor the impact of interventions of the Must and Could children and review effectiveness of intervention and plan new interventions if necessary.
- Show evidence through books of progress of target children identified from previous meeting.
- Update RAP

After the meeting the assessment lead will:

- Make a report to the Headteacher for the Monitoring board.
- Ensure that the work of Must and Could children is monitored throughout the subsequent teaching period and reported back to SLT.

The Role of the Governors

Monitoring Board

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report

to the governors termly on progress made in each year group and for each identifiable group of children.
This is a way of keeping the Governors informed on the current picture of the school.

Assessment Framework

Nursery/Reception - National Baseline NFER EYFS ELG, Half termly Phonic checks.

- Year 1
 - TA assessment in Autumn term
 - NFER tests - spring and summer term
 - Summer 2022 Phonic Check
- Year 2
 - Autumn Term 2018 Phonic check
 - Autumn Term 2018 SAT
 - Spring Term 2017 SAT
 - Summer Term 2022 SAT and retake Phonic Check
 - Writing TA termly
- Years 3, 4, 5
 - NFER Tests in reading, Mathematics and Spelling termly
 - Writing TA termly
 - Times Table Check in Y4 June 2022
- Year 6
 - Autumn term 2018 SAT
 - Spring Term 2017 SAT
 - Summer term 2022 SAT
 - Writing TA termly

Analysis of data is used to inform gaps in teaching and learning. Analysis of data is used primarily by schools to identify gaps in learning and inform next steps, to provide a summary of progress for cohorts, groups and individuals against the age related expectations; to inform subject leader priorities; to inform discussions with HTs; and to provide a Trust overview to inform Education Officer termly visits and ensure central team and Directors know our schools well .

Termly tests are administered and submitted to the Trust via "AskEDDI".

- **Data to be inputted onto Askeddi by:**
 - Autumn term: December 10
 - Spring Term: April 23

- Summer Term: July 16

Children who are unable to access the test.

Children who are unable to access the test for their year group need to be screened by the SEND Lead and have an ISP in place. The following steps need to be followed:

- Class teacher makes a judgment that a child cannot access the tests for their current year group:
- PAG and previous test scores below 80 (approx. 3 marks) need to be used to determine if the pupil can access age appropriate tests
- Test handbooks from NFER tests can be used to support the discussion.
- Salford reading and comprehension test to be carried out if the Class teacher decides they cannot access the chronological year's test to determine reading and comprehension age.
- Using relevant information to support decision
- EHCP review information
- Day to day formative assessments

The names of children who are to be dis-applied from a test should be submitted to the **Dis-application panel** at least a week before the tests with an explanation from as to why the class teacher is proposing they are to be dis-applied. Parents need to be informed at every stage. If the decision is made to dis-apply a child, in order to be able to prove progress, PIVATS will need to be completed.

Dis-application panel.

Panel members comprise of SENCO, DHT, Maths Lead and English Lead. The panel will consider the information and evidence presented by the class teacher. The panel will also be a place to submit where children need special arrangements to sit the tests. The panel dates will be set in the school calendar.

Children who are unable to access the end of KS Tests

If at the End of KS1 and/or KS2 the Headteacher decides that a pupil should not take the English reading and/or mathematics tests they must explain this decision to the pupil's parents before the test period. They should also write a report which:

- explains why the pupil did not take some, or all, of the tests
- refers to any action the school has already taken, or special support the pupil has been offered
- identifies any procedures used by the school to analyse and monitor the pupil's needs, and indicates where the information is recorded
- identifies whether these circumstances are likely to be long or short term

A summary of the report must be sent to the:

- pupil's parents
- chair of the governing body

Details of the parents' right to appeal the decision should be included with the report. If a Headteacher believes that a parent may have difficulty understanding the report, they should offer appropriate assistance. A copy of the report should be placed on the pupil's educational record.

Proformas for Pupil Progress Meetings

QLA from SAT Test		
Issues/Gaps that have been identified from the Test		
•		
Intervention	Targets	To be completed by

Children identified from Pupil Progress meetings as Must Children	Class	PAG	Reading	Writing	Maths	PPG Wave	Intervention/Impact
Children identified from Pupil Progress meetings as Could Children	Class	PAG	Reading	Writing	Maths	PPG Wave	Intervention/Impact

Assessment in Foundation Subjects

Initial assessment at the beginning of a topic:

- At the beginning of the first lesson, children will complete a mind map detailing any prior knowledge they have on the topic. They will also write 2-3 questions that they would like to ask and find out about the topic. This will be the first task completed in their history books following the KO.
- At the end of the unit, children will revisit this task, adding in all the knowledge they now have on the topic to their mind maps and answering the questions they had - using their purple pens.

Assessment Lesson by Lesson:

- Retrieval quizzes - These maybe used at the start of each lesson. Children will be given a multiple choice retrieval quiz based on previously taught knowledge. This quiz will get progressively longer as you go through the lessons as each time 1-2 questions based on the previous lesson are added. Once completed in each lesson, go through with children for them to tick or correct using their purple pens.

Retrieval Quiz

Where did the Vikings come from?	Scandinavia	America	China
Why did they come to Britain?	They were fleeing from a war	Because it was a good place to raid for its monasteries and the many treasures they had to steal	They heard the weather was better.

Example of lesson 1 retrieval quiz

Retrieval Quiz

Where did the Vikings come from?	Scandinavia	America	China
Why did they come to Britain?	They were fleeing from a war	Because it was a good place to raid for its monasteries and the many treasures they had to steal	They heard the weather was better.
How did the Vikings travel?	They travelled the seas in long boats raiding and plundering lands.	They travelled the lands on horses.	They would march in large armies across the lands.

Example of lesson 2 retrieval quiz with a new question added

- Quick Quiz - Maybe used to conclude each lesson. A quick quiz of 3-4 questions, based on the new knowledge taught, this can just be completed on wipe boards for quick assessment of any misconceptions. A selection of these questions could then be used as new questions added to the retrieval quiz for next lesson.

End of topic assessment:

- Children may revisit the mind map from the first lesson and add what they know now in their purple pens.
- Exit task - The final lesson of each topic will be an exit task based around a question that allows children to draw on and apply everything they have learnt through the unit. These questions are planned for on the medium term plans in the lesson sequence box. The exit task will be a written task, as with English, children can and should be given word mats etc that they can refer to. Children requiring a structured template should also be given one as it is about their historical knowledge and showing what they have remembered, rather than their ability to complete the text type.

Question prompts to help them structure their writing and paragraphs should also be used.

Assessments in French

Lesson by lesson

At the start of each French lesson an informal recap on previous learning is done, this could include flash cards or newly learnt vocab, or chanting new phrases, asking children to tell me something they learnt in a previous week etc. to see the information that the children have retained/learnt.

Lessons are progressively planned so children are learning something more each lesson if the planning is followed correctly.

End Of Unit Assessments

At the end of each of our teaching units we use two forms of assessment. We assess the language learning and progression of our pupils by: Less formal- 'I can do...' grids. These are a quick and easy self and peer assessment opportunity for all pupils in our classes.

This can be done at the end of each lesson to see what children have learnt during lesson or at the end of the unit.

More detailed skills-based assessments using the bespoke Language Angels skills assessment worksheet. Used in conjunction with the Tracking & Progression Tool, this form of assessment enables us to determine the learning and progression of our pupils in the 4 key language learning skills (speaking, listening, reading and writing) as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

To access this you need to log into language angels website and access the data.

Assessment in Science

Initial assessment at the beginning of a unit:

As a focus for the first lesson of the unit, children will be introduced to key vocabulary and concepts that will be central to the unit and asked to show / explain their understanding of it, to help show their prior knowledge. This may be in the form of:

- Write definitions of the word and give examples;
- Label a diagram or picture with the vocab to show their understanding of it;

- Answer key questions / complete a prior learning booklet to show what they know already and any misconceptions to be addressed through the unit. These provide the focus for different lessons through the unit. (This booklet can be revisited / redone at the end of the unit to see what they now know compared to the start);

Other tasks at the start of the unit may include asking key questions of what they want to find out about - these are placed on the working wall and answered through the topic or concept cartoons with statements the children can discuss are right or wrong and then prove /disprove through the unit's work. During and at the end of first lesson, the Knowledge Organiser will be introduced and looked at to help initial answering of the questions and misconceptions found.

Assessment Lesson by Lesson:

- Review & Do / Retrieval quizzes - At the start of each lesson children will be given a number of questions (this builds up week by week, with some repetition for reinforcement) for the children to answer, based on previous lessons and learning. These questions can be in the form of:
 - Multiple choice answers to circle, tick or underline one of;
 - Explanation of a term / certain vocabulary / writing a definition
 - Giving examples that match a term / concept.
- Once completed in each lesson, go through with children for them to tick or correct using their purple pens.

'Review & Do' Quiz 1: Materials and Properties

What is a more scientific name for materials that are **bendy**? _____

What does **absorbent** mean? _____

Which definition explains **transparent** (tick the correct answer);

- Allows **all** the light through it **Blocks** all the light Allows **some** light through it

'Review & Do' Quiz 2: Materials and Properties

Circle the scientific word that means **bendy**? 1) rigid 2) flexible 3) reflective

What does **absorbent** mean? _____

Which definition explains **translucent** (tick the correct answer);

- Allows **all** the light through it **Blocks** all the light Allows **some** light through it

Name 3 objects /materials that would act as a **conductor**: _____



Example Quizzes

An additional question is added each retrieval quiz and /or questions are slightly re-worded to test depth of knowledge and context.

- Quick Quiz - to conclude each lesson a quick quiz of 3-4 questions, based on the new knowledge taught, this can just be completed on wipe boards for quick assessment of any misconceptions. A selection of these questions could then be used as new questions added to the retrieval quiz for next lesson. The questions may also be application questions to test if the children can use the vocab and knowledge in context.

End of topic assessment:

In the last lesson of the unit, children will undertake a task to show their understanding of the key concepts and knowledge taught through the lessons. This could be in the form of:

- Children revisit the pre-learning booklet and correct with their purple pen or redo it to see how accurately they can now complete it compared to the start.
- A quiz style exit task - these would be a progressive series of questions that test their knowledge of concepts, processes and vocabulary taught across the unit (linked to the key aspects from the knowledge organiser). Questions may be multiple choice answers; labelling or drawing a diagram; explain what terms and concepts mean; true or false and explain why questions; or application questions that need explanation, using the correct vocabulary and knowledge.
- As a challenge / extension, the quiz will end with a 'stretch' question / scenario, that is more 'open' and allows the children to explain their understanding in the context of a problem , experiment situation or real-life context e.g. 'Why wouldn't ... work if...?'

