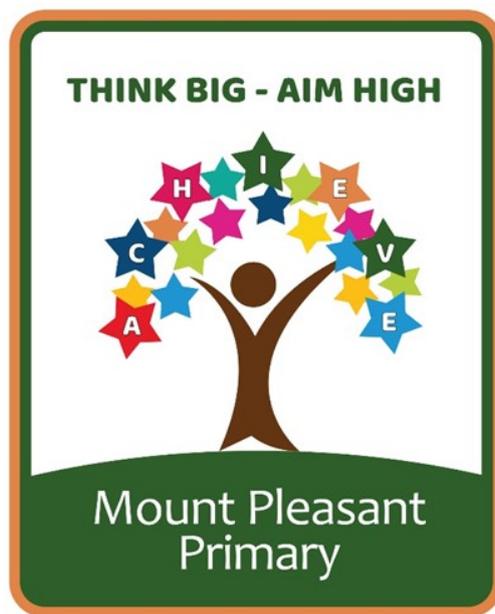


Assessment Policy



Mount Pleasant Primary School

September 2021

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 school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas; it is meaningful and avoids unnecessary recording or tracking.

The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

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.

Aims

- Ensure that all children make good progress and achievement.
- 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 their next steps.
- 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, to explain how they can support their child's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning, at key transition points.

Arrangements for the governance, management, and evaluation of assessment.

Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate 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.

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 to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.
- Provide feedback to pupils highlighting their strengths and next steps.

Parents and carers

- Attend meetings with teachers to discuss their child's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

How assessment outcomes are collected and used

We use 3 key forms of assessment:

- in-school formative
- in-school summative
- nationally standardised summative.

In-school formative assessment

Formative assessment takes place during learning by:

- assessing knowledge, skills and understanding
- identifying children's strengths
- highlighting gaps in learning
- tackling children's misconceptions
- identifying the next steps in learning

- diagnosing need for support or intervention
- informing teacher planning and reporting.

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils’ work
- observational assessment
- regular short re-cap quizzes or revisiting knowledge
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback and response partners
- child self-assessment and reflection on learning

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. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried out at the end of a project, term or year and provide further evidence and ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

As national curriculum levels have been phased out, our approach is to map children’s progress against age-related expectations. These are based on the average age of pupils at the end of each term.

Pupil’s progress is measured in years and months, with 12 months being the expected progress in one year.

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Y1	5	10	6	2	6	6
Y2	6	10	7	2	7	6
Y3	7	10	8	2	8	6
Y4	8	10	9	2	9	6
Y5	9	10	10	2	10	6
Y6	10	10	11	2	11	6

Assessment and Moderation Grids (AMGs) are used to assess and record attainment in reading, writing and mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children’s attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children’s attainment. If a child has achieved the **vast majority** of skills on a grid, they can be judged to be working at that age-related expectation. If a child is working below the age-related

statements on a grid, they are assessed using the previous grid. A child showing that they can use and apply the vast majority of skills from a higher ARE can be judged as working at greater depth above the expected standard.

	Working towards the expected standard	Working at the expected standard		Working above the expected standard
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 10 months
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 10 months

Teachers moderate work at similar levels across school, and with other schools, to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that they are fluent in all aspects of the age-related expectation before moving on.

The nationally standardised assessments are:

- Reception baseline check (statutory from September 2016)
- Year 1 phonics screening test
- Year 4 Multiplication Test
- End of KS1 SATs in English and maths (end of Year 2)
- End of KS2 SATs in English, maths and spelling, punctuation and grammar (end of Year 6).

Use of maths tests in school

Arithmetic Tests

Arithmetic tests are used fortnightly in Y3, 4 and 5 and weekly in Y6, to ensure regular practise of basic skills. Analysis of errors is used to provide the starters for the following week.

Summative tests

Summative Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics. The tests are based on the statutory programmes of study for Key Stage 1 and Key Stage 2.

The Summative Tests comprise of two papers, which are presented to pupils as two separate test papers. One paper presents a range of mathematical arithmetic, and the other is based on reasoning and problem-solving questions.

Use of reading tests in school

In KS1, Year 2 use reading tests to both practise and inform judgements, from the Spring term onwards. These tests are previous SATs papers or other tests which are in a similar format.

Year 1 only complete the tests at the end of the Summer term.

In KS2, reading tests are used termly to inform teachers' judgements of children's levels of attainment.

These typically comprise of three texts and questions from the different domains. In LKS2, these are presented to children a text at time with the related questions. In UKS2, these are presented as whole tests with the related questions.

Assessment of Foundation Subjects

At the end of each unit, children's learning is assessed against the objectives and skills identified on the planning. A bronze, silver or gold sticker is added which demonstrates their attainment for that unit.

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 support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Children with a My Support Plan (MSP) or Education Health and Care (EHC) Plan have individualised targets which are reviewed regularly, and evidence is collated in workbooks or yellow files. Class teachers monitor progress against these targets and assess SEND formatively. Progress in communication or social skills may be considered, as well as alternative methods of recording, such as photographs.

Assessing children in EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

In EYFS, practitioners will use their knowledge of child development, focusing on the unique child, to assess each individual child. They use the non-statutory guidance 'Birth to 5 Matters' to help support judgements based on the ranges 1 to 6.

In Reception, all children take part in the Reception Baseline Assessment (RBA) within their first 6 weeks at school. All new to setting children will be baselined during the Autumn 1st half term, for all 17 areas of learning and assigned a year and month level. Children will then be assessed at 3 points across the year, in line with the rest of the school data points. The Early Years Foundation Stage Profile (EYFSP) will be reported in June, in line with national guidance and each child will be measured as either 1 (emerging) or 2 (meeting ELG). As a school, exceeding children will continue to be identified by assessing them at 5 years 8 months.

In Nursery, children will be baselined in October and two further assessments will take place in February and June. New starters in January will be baselined in February, with their next assessment taking place in June. Nursery will also use the 'Birth to 5 Matters' non statutory guidance and ranges, and convert this to years and months, in line with the rest of

the school. Children will have an assessment tracker which will move with them to Reception stating their levels from Nursery, for each of the 17 areas.

Parents' Evening

Our first Parents' Evening takes place in October to inform parents about how their children have settled into their new class; their targets for reading, writing and maths; and how parents can support at home.

Our second Parents' Evening occurs in March when teachers provide an update on the progress and achievement made and give further suggestions about parental support.

Reports to parents

At the end of the academic year, a written report is sent out for each child. This includes strengths, next steps and attainment levels in Reading, Writing and Mathematics; an effort grade for each of the Foundation Subjects; the class teacher's comment; and an attendance report.

School year assessment overview

September	<ul style="list-style-type: none"> • Report to governors/other required bodies • Nursery and reception baseline assessments • Teacher appraisals • Target setting
October	<ul style="list-style-type: none"> • Parent's evening
November	<ul style="list-style-type: none"> • Y2 phonics retake • Y6 Assessment Week
December	<ul style="list-style-type: none"> • Summative tests for reading and mathematics • Reading, writing and maths assessment using AMGs • Reading, writing and mathematics moderation in year groups, utilising AMGs • Finalise teacher assessments and input into Insight • Pupil progress meetings and review of target setting • Interventions review • Data report for Governors and SLT
January	<ul style="list-style-type: none"> • Teacher appraisal reviews
February	<ul style="list-style-type: none"> • Y6 Assessment Week
March/April	<ul style="list-style-type: none"> • Summative tests for reading and mathematics • Reading, writing and maths assessment using AMGs • Reading, writing and mathematics moderation in year groups, utilising AMGs • Finalise teacher assessments and input into Insight • Pupil progress meetings and review of target setting • Interventions review • Parent's evening • Data report for Governors and SLT
May	<ul style="list-style-type: none"> • National SAT testing in Y2 and Y6 for reading and mathematics
June	<ul style="list-style-type: none"> • Y1 phonics test. Y2 re-take.

	<ul style="list-style-type: none"> • Y4 Multiplication Tables check • Y2 and Y6 teacher assessment for writing against Interim Frameworks • EYFS phonics profiles
July	<ul style="list-style-type: none"> • Summative tests for reading and mathematics • Reading, writing and maths assessment using AMGs • Reading, writing and mathematics moderation in year groups utilising AMGs • Transition meetings and class information handover • Finalise teacher assessments and input into Insight • Pupil progress meetings • Reports to parents • Data report for Governors and SLT • Teacher appraisals