

Assessment Policy

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

Our assessment system is guided by the NAHT underpinning principles for assessment:

- Assessment is at the heart of teaching and learning.
- Assessment is fair.
- Assessment is honest.
- Assessment is ambitious.
- Assessment is appropriate.
- Assessment is consistent.
- Assessment outcomes provide meaningful and understandable information for pupils, parents and teachers, school leaders and governors, government and agents of government.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Adapted from the Report of the NAHT Commission on Assessment, February 2014 (p.8).

Types of Assessment:

Formative:

This is the on-going 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 recorded on Classroom Monitor, our online assessment and tracking tool. Marking of pupils' work is also an important part of formative assessment, helping children to note errors and know the 'next steps' in their learning or targets. Please see our Marking Policy for more information.

Summative:

Summative assessments occur at defined periods of the academic year such as assessment weeks and statutory assessments. Summative assessments help teachers in making end of key stage assessments and are also of use in determining the overall progress and achievement of pupils.

Diagnostic:

All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data, e.g. Single Word Reading Test, Single Word Spelling Test, Phonics Phase Assessment, miscue analysis, etc. Further information can be obtained from the school's SENCO.

Assessment in the Early Years Foundation Stage

A child's progress is first reviewed on entry to the Early Years Centre or when they're between 2 and 3 years old (depending on which is sooner).

The EYFS Progress Assessment at Age 2:

The Early Years Foundation Stage requires that parents must be supplied with a short written summary of their child's development in the three prime areas (see below) when the child is aged between 24-36 months.

The aim of the progress check is to:

- Review a child's development in the three prime areas of the EYFS (see below)
- Ensure that parents have a clear picture of their child's development
- Enable practitioners to understand the child's needs and plan activities to meet them within our setting
- Enable parents to understand their child's needs and, with support from practitioners, enhance development at home
- Note areas where a child is progressing well and identify any areas where progress is less than expected
- Describe actions we intend to take to address any developmental concerns (including working with other professionals where appropriate)

School Entry into the Foundation Stage:

Before children start school it is useful for parents to complete the school readiness leaflet, 'sixteen ticks'. This is a parent's own assessment of their child's essential skills and will be included in the pack of information provided to parents in the term before their child starts school.

On entry to school children will be assessed to gain a baseline indication of their stage of learning and development. This will be undertaken by the teacher / teaching assistant in the reception class. This will be used to inform planning, set targets and aid early identification of special needs, if not identified already. In addition, assessment records of children who have attended the Early Years Centre prior to starting school will be shared and discussed by the Early Years team and reception teacher. If a child attends a different pre-school, we request that their records are provided to the reception teacher as early as possible.

How children are assessed in the Foundation Stage:

During their time in the Early Years Foundation Stage children are assessed using the Development Matters statements, which detail the key milestones a child should achieve in age bandwidths, given in months. These assessments are based on the practitioner / teacher's ongoing observations and assessments in the prime and specific areas of learning:

Prime Areas:

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

Specific Areas:

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

In addition, observations are made on the ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – known as the characteristics of effective learning. These characteristics underpin learning and development across all areas and support children to remain effective and motivated learners.

Each child's typical developments and achievements are recorded using Classroom Monitor. This begins when a child starts at the Early Years Centre; records are available for the reception teacher to access prior to children starting school in order that appropriate planning is made to suit the level of development of all children.

Assessment records of children who have attended the Early Years Centre prior to starting school will be shared and discussed by the Early Years team and reception teacher. Records of those children who do not attend the Early Years Centre will be requested from their previous setting, where available.

At the end of the reception year, the reception teacher completes the statutory Early Years Foundation Stage (EYFS) Profile for each child. Profile judgements are made on the basis of cumulative observational evidence recorded over the course of the year; children do not undergo any tests. The Early Years Foundation Stage Profile (EYFSP) describes a child's level of attainment at the end of the EYFS, and identifies their learning needs for the next stage of school.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes, e.g. significant outcomes
- Pupils' books and target sheets
- Classroom Monitor records and reports
- Reports to parents

Classroom Monitor (our assessment tool)

Classroom Monitor is an online system (app and website) that we use to record assessments of children on an ongoing basis. We use the system to record and track assessment of pupils in all subjects of the National Curriculum.

The system lists all of the learning objectives from the National Curriculum by subject. As an objective is learnt, teachers make a judgement of how well a child has met the success criteria for the objective and highlight it as follows: T = target, A = almost / working towards, M = meeting, E = exceeding.

Here are some examples of learning objectives and success criteria from different year groups, demonstrating how expectations increase as children progress through the school:

Mathematics:

<p>Stage 1</p> <p>Use Written Calculation 1.2.e.1 Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>Working Towards: The pupil can use counters to demonstrate $3 + 5 = 8$, with prompting.</p> <p>Meeting: The pupil can use counters to demonstrate $3 + 7 = 10$ and write the correct number sentence for five counters, remove two counters to leave three counters.</p> <p>Exceeding: The pupil can match a set of number sentences involving addition and subtraction to ten with their representations using counters.</p>	<p>Stage 2</p> <p>Use Written Calculation 2.2.e.1 Record addition and subtraction in columns using an expanded format involving partitioning (+)</p> <p>Working Towards: The pupil can partition $17 + 12$ to $10 + 7 + 10 + 2$ in a vertical arrangement to get $20 + 9 = 29$, with supporting equipment.</p> <p>Meeting: The pupil can partition $27 + 12$ to $20 + 7 + 10 + 2$ in a vertical arrangement to get $30 + 9 = 39$.</p> <p>Exceeding: The pupil can devise a variety of ways of recording addition and subtraction, some of which are in a vertical format.</p>
<p>Stage 3</p> <p>Use Written Calculation 3.2.e.1 Add and subtract numbers with up to three digits, using formal columnar methods of addition and subtraction</p> <p>Working Towards: The pupil can, with prompting, add and subtract two three-digit numbers.</p> <p>Meeting: The pupil can add and subtract 613 and 285 using a formal method of columnar addition or subtraction.</p> <p>Exceeding: The pupil can add and subtract 613 and 285 using a formal method of columnar addition or subtraction, explaining how it links with less formal methods.</p>	<p>Stage 4</p> <p>Use Written Calculation 4.2.e.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Working Towards: The pupil can calculate $6078 + 1934$ and $6078 - 1934$, choosing whether to use a mental method or a more formal written layout with prompting.</p> <p>Meeting: The pupil can calculate $6078 + 1934$ and $6078 - 1934$, choosing whether to use a mental method or a more formal written layout.</p> <p>Exceeding: The pupil can calculate $6078 + 1934$ and $6078 - 1934$, choosing between a variety of mental methods or a more formal written layout.</p>

Writing:

<p>Stage 1</p> <p>Writing - composition: Planning and Drafting writing NAHT KPI 1.2.b.3 Write sentences by: sequencing sentences to form short narratives</p> <p>Working Towards: Some ideas are linked together.</p> <p>Meeting: Ideas are sequenced appropriately: e.g. stories have a beginning, middle and an end.</p> <p>Exceeding: Ideas are developed in a sequence of sentences.</p>	<p>Stage 2</p> <p>Writing - composition: Planning and Drafting writing 2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p> <p>Working Towards: Pupil can, with support, write down some ideas, key words and new vocabulary and use them to improve their own writing.</p> <p>Meeting: Pupil can, independently, write down some ideas, key words and new vocabulary and use them to improve their own writing: e.g. on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing.</p> <p>Exceeding: Pupil can confidently write down some ideas, key words and new vocabulary and enthusiastically seek more to use to improve own writing.</p>
<p>Stage 3</p> <p>Writing - composition: Planning and Drafting writing NAHT KPI 3.2.b.3 Draft and write by: organising paragraphs around a theme</p> <p>Working Towards: With support, pupil can sometimes organise material into logical chunks and write a series of linked sentences for each.</p> <p>Meeting: Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each: e.g. Bees live together in big groups. The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.</p> <p>Exceeding: Pupil can consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.</p>	<p>Stage 4</p> <p>Writing - composition: Planning and Drafting writing NAHT KPI 4.2.b.3 Draft and write by: organising paragraphs around a theme</p> <p>Working Towards: Pupil can, with support, plan narrative and non-fiction texts into paragraphs before they begin writing. Pupil knows how to demarcate paragraphs on the page and is beginning to remember to do this as they write.</p> <p>Meeting: Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write: e.g. by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.</p> <p>Exceeding: Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.</p>

Progress made towards meeting a Learning Objective is 'weighted':

Assessment character	Description	Weighting
U	Un-assessed	0
T	Target	0
A	Almost	0.5
M	Meeting	0.9
E	Exceeding	1

As more objectives are taught, Classroom Monitor calculates where a child is towards meeting the expected standard at the end of their year group: Beginning, Beginning+, Developing, Developing+, Secure, Exceeding.

Classroom Monitor calculates the total weighting of the learning objectives for an area of the curriculum and provides an overall judgement:

Score	Threshold	Percentage of mark book achieved
Exceeding	92.5%	92.5 to 110% (i.e. until 10% of the stage above is achieved)
Secure	85%	85 to 92.4%
Developing+	65%	65 to 84.9%
Developing	45%	45 to 64.9%
Beginning+	27.5%	27.5 to 44.9%
Beginning	10%	10 to 27.4%

The 'real-time' system allows assessment data to be inputted daily, weekly, at the end of a unit of work or at the end of a half term. The system records the date an assessment is made, allowing for pupil progress to be monitored effectively. Assessment data can be captured when required for pupil progress meetings, updates to subject co-ordinators, reporting to parents, etc. This information can be shared with parents at Consultation Meetings or when required.

Classroom Monitor is able to produce data graphs that lead regular pupil progress meetings between class teachers and members of the leadership team.

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 levels in the following ways:

- With colleagues in school
- With colleagues from other schools within the locality
- By attending group sessions to ensure our judgements are in line with other schools
- By using exemplification materials

The Local Authority complies with statutory moderation requirements provided by the Standards and Testing Agency. When a Local Authority moderation visit is requested (end of EYFS, end of KS1 or end of Year 4), the school follows all procedures and advice to provide the requested information.

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

At the beginning of the year we feel it is vital to report a child's 'Attitude to Learning'; this is a good indication of future success and can also be an alert to parents to prompt further discussion with the class teacher about their child's approach to their learning. An updated 'Attitude to Learning' report is also sent out at the start of the summer term.

Parents are invited to attend formal meetings to discuss progress and targets with the class teacher during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.

An interim report is sent out at the start of the Spring Term highlighting a child's successes and targets in reading, writing and mathematics.

A final report for each child is sent to parents once a year, at the end of the Summer term. The final report outlines a child's effort and achievement in the core and foundation subjects of the National Curriculum. Information is also provided on a child's self-management, values and behaviour and thinking skills. The class teacher will provide a summary comment and ideas of how you can help your child at home.

For children at the end of Year One, additional information relating to the Phonics Screening Check will be provided. For children at the end of Key Stage 1, additional information relating to the KS1 National Curriculum tests will also be provided.

Target setting and reviewing progress

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

The Role of the School Assessment Co-ordinator

The Headteacher has overall responsibility for assessment procedures in school. The Headteacher is assisted by the Assessment Co-ordinator.

The Headteacher and Assessment Co-ordinator will:

- lead school development in assessment, recording and reporting (ARR) procedures
- liaise with subject co-ordinators within the school
- liaise with other assessment co-ordinators within the locality
- attend and lead INSET where appropriate
- keep Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy will be reviewed in line with the school cycle or before if legislation or DfE guidance changes.

Houghton Conquest Lower School Assessment Cycle 2015/16

Late Summer Term:

- July
 - Reception – transition data from Early Years Centre shared with class teacher
 - Other year groups – data shared from previous class teachers

Autumn Term:

- September
 - Teacher-led baseline assessments undertaken in all year groups
- October
 - Assessment Week to include 'Big Write', mathematics and reading comprehension tests
 - Phonics assessments completed (reception, Year One, Year Two, KS2 intervention groups)
 - Single Word Reading Test / Single Word Spelling Test completed (Years One to Four)
 - Attitude to Learning reports to parents
 - Parent consultations to discuss Attitude to Learning report and progress towards targets
 - Pupil progress review meetings using Classroom Monitor reporting facility for reading, writing and mathematics
- December
 - Foundation subject assessments for Creative Curriculum completed for end of theme and updated on Classroom Monitor

Spring Term:

- January
 - Interim reports to parents
- February
 - Assessment Week to include 'Big Write', mathematics and reading comprehension tests
 - Phonics assessments completed (reception, Year One, Year Two, KS2 intervention groups)
 - Parent consultations to discuss interim report and progress towards targets
 - Pupil progress review meetings using Classroom Monitor reporting facility for reading, writing and mathematics
- By Easter
 - Foundation subject assessments for Creative Curriculum completed for end of theme and updated on Classroom Monitor

Summer Term:

- April/May
 - Single Word Reading Test completed (Years One to Four)
 - Updated Attitude to Learning reports to parents
 - End of Key Stage One National Curriculum assessments in reading, punctuation, spelling and grammar, and mathematics (arithmetic and reasoning)
 - Assessment Week to include 'Big Write', mathematics and reading comprehension tests
 - Phonics assessments completed (reception, Year One, Year Two, KS2 intervention groups)

- Pupil progress review meetings using Classroom Monitor reporting facility for reading, writing and mathematics
- June
 - Reception – EYFS Profile completed
 - Year One Phonics Screening Check and Year Two re-takes
 - Single Word Spelling Test completed (Years One to Four)
 - Data submission to Local Authority
- July
 - Foundation subject assessments for Creative Curriculum completed for end of theme and updated on Classroom Monitor
 - Annual report to parents
 - Transfer information completed for next class teacher and handover organised
 - Transfer to middle school completed – discussion and planning between lower and middle school complete

Monitoring of School Policy and Practice

The Senior Leadership Team and Governing Body are responsible for monitoring the implementation of this policy.

The Assessment Policy was agreed by the Governing Body in May 2016.

Review

This policy will be reviewed in two years (Summer 2018) or earlier if necessary.