

Robert Arkenstall Primary School

Assessment Policy

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

pursue possibilities; love learning

This policy is published on the School website, stored on the Network: Staff Share and is available on request from the school office

Governor Committee	Curriculum & Standards
Reviewer	R Fisher
Ratified	January 2021
Review period	1 year
Next review due	January 2022

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Why Assess?

Children's progress is closely monitored at Robert Arkenstall Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children. We believe it is important to empower children to understand their own learning journey and take ownership of the progress, confident that they are supported and can experience success.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers and teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Assessment at Robert Arkenstall Primary School

Staff at Robert Arkenstall Primary School have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on depth of learning. Assessment takes into account children's strengths as well as areas where they need support.

There are three broad overarching forms of assessment, each with its own purposes:

Ongoing in-school formative assessment, for example:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Verbal feedback
- Diagnostic checks
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

In-school summative assessment, for example:

- End of year tests
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

Nationally standardised summative assessment, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Phonics screening check year 1 and 2
- Year 4 Times Tables check
- Teacher assessment of writing at the end of Key Stage 2

From the aims of assessment in this policy it follows that the principle daily focus of assessment is formative and the range of strategies and tools used are designed to inform short term planning, feedback and intervention. Periodic in-year summative assessment provides a broad cohort picture and informs more formal reviews of assessment both for individuals and cohorts, in turn they inform mid-term planning for teaching and intervention to ensure all pupils make progress towards ARE targets.

At year end the school makes a summative judgement against Age Related Expectations. In year 2 and 6 this will be informed by national standardised tests.

Where we use systems developed by external providers they have been selected because they contribute to the aims of our assessment policy and support staff efficiently in making confident and competent judgements without undue workload. We use a combination of sources and materials but ensure that they use common language, adapting materials where necessary, and contribute to a bigger picture.

Early Years Foundation Stage: Baseline assessment, Foundation Stage Profile and Learning Journeys

Children are assessed in the Reception classes where staff will add information to an assessment profile for each individual. A baseline assessment made from observations in class in the first half term of school, forms the basis of the assessment cycle. The team make a summative judgement half termly, based on information they gather from learning journeys and small group and individual assessments. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most Reception age children are working within the 40-60 month stage. These are kept on a Foundation Stage tracker. Insights will be shared at parent consultation meetings. Staff and children will contribute throughout the year to complete a learning journey folder of photos and comments. Parents and carers are able to contribute to this document.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teachers. Results are included within the Year 1 end of term report. Children are closely monitored for progress which informs interventions during the year.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The national expectation is that children should aim to achieve Age Related Expectations at the end of Year 2 and at the end of Year 6. In addition, teachers across the school formatively assess regularly and use this information to inform their planning and teaching.

Formative Assessment and Feedback

We aim to provide timely and relevant feedback to children so that they have specific advice about improvements to their work. We recognise that verbal feedback is the most powerful form and children are given time to immediately amend their work. In Key Stage 2, children are also encouraged to use a pink/purple pen to edit both their work and that of peers, before re-drafting. *See separate Feedback and Marking Policy for more information.*

Children across the school are encouraged to self-assess their work and to identify next steps in their learning. This is usually done with the support of an adult.

For assessment in Science, judgements should be made against the key objectives based on the child's ability *at that time*, not historically.

Some formative assessment information, usually based on a National Curriculum criteria or key performance indicator, will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as 'skills checks', class quizzes etc. Formative assessment information will be used to inform planning and to identify children who may need extra support.

Assessments in Years 1 to 6 are recorded on a range of specific tracking documents, e.g. spelling scores, reading scores, maths scores, and are saved on the school's server. These can be used as a measure of progress over the year.

See Appendices A and B for the assessment resources and timetable.

Summative Assessment

There will be a data entry made as a baseline in November based on PiXL, informed by PiXL assessments (currently recorded in PiXL), and further entries in March, and June for Years 2-5. Year 1 will have data entry in February and June. Year 6 will not have a data entry in June, but an extra entry in January. Data entry will be into PiXL, informed by PiXL resources and teacher assessment and will be coded:

- A1 Based on current rate of progress, will secure Above Expected Standard
- A2 Above Expected Key Marginal. Based on current rate of progress, will securely achieve Expected Standard. With the right forensic support, has the potential to achieve Above Expected Standard
- E1 Based on current rate of progress, will secure Expected Standard
- E2 Based on current rate of progress is likely to achieve Expected Standard but may require some additional support
- B1 PiXL Key Marginal. Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so.
- B2 Requires specialist support

PiXL data will be supported, managed and analysed by the school's Raising Attainment Lead (currently Rob Fisher).

Although used as a way of tracking summative data, the PiXL assessments are designed to inform planning and intervention. QLA analysis is used to inform teachers of gaps in children's knowledge and to set up interventions (therapies).

Family consultations

Family consultation evenings take place in the autumn and spring terms for children in Reception through to Year 6. Key Stage 2 Children may be invited to attend the meetings.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

Inclusion

Robert Arkenstall Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High

quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Special Educational Needs and Disabilities Leader, parents and external agencies (where appropriate) to plan tailored support. We follow a regular termly cycle of assessment reviews to ensure all children are monitored closely and make progress. Assessments are used flexibly to ensure that timely and focussed work is done within the cycle of progress review.

We use Individual Support Plans, where appropriate, which are reviewed with the child and parents at the beginning of each term. This is one rolling document that will be added to as long as the child is on the school's SEN register. Karen Gale, Special Educational Needs and Disabilities Leader, is available to provide advice to staff and families.

See separate SEND policy for more information.

Monitoring for Sufficient Progress

We also track closely any child who demonstrates slow progress via our Pupil Progress monitoring system, following any issues or concerns alerted by staff or parents. All children are encouraged to achieve their best and become confident individuals living fulfilling lives.

Appendix A Resources for Assessment	
	EARLY YEARS FOUNDATION STAGE
EYFS Profile	<p>Baseline Assessment: Early Excellence</p> <p>Formative Assessment Ages and Stages Observations via <i>2Build a Profile</i> software. Observations for Specific focus and evidence of security. Verbatim notes for evidence of more than one element. Plan opportunities to identify learning. Questioning. Learning Journey folder, for CT, TA and self-assessment and Big Wish Targets shared with Parents. Phonics as SK1</p> <p>In-year Summative and year end data Assessment ELG tracked via 2buildaprofile</p>

	KEY STAGE ONE
KS1 Reading	<p>Formative Assessment <i>Book Banded Ginn Lighthouse and Rigby Star</i> reading scheme. Banded Home reader assessed ½ termly, to inform level. Guided reading group sheets with 2014 objectives (shared with parents periodically). Banded Guided Reading and progress tracked termly. <i>Andrew Brodie</i> differentiated comprehensions completed weekly. HF and tricky word tracking. QLA from PiXL provides gap analysis.</p> <p>In year Summative <i>Published</i> reading assessments. Reading IT tracker. Phonics. <i>Letters and Sounds</i> reading tracking half termly assessment informs groups for intervention across Key Stage /EYFS. Yr 1 phonics screening practice informs interventions. Yr 1 phonics screening (repeated Yr2 when required).</p>

KS1 Writing

Formative Assessment

In class quality first teaching and dynamic assessment.

KS1 learning objective and shared WILF creates opportunities for self-assessment and CT assessment against the WILF.

Differentiated Writing Targets sent home termly to inform parents of where their child is currently at and their next steps.

Writing objectives class tracker indicates exceptions above and below expectations.

Feedback marking green/purple pen or arrow post-its which provide opportunities for moving learning on or closing the gaps in learning.

Unaided writing opportunities in Progress Book half termly which is marked against specific criteria.

Spelling and Grammar.

Progress in Letters and Sounds is monitored formally every half term and groupings and intervention adjusted to meet needs.

Weekly spelling tests linked to Letters and Sounds learning which informs parents of child's attainment and informs teachers of gaps in understanding.

PiXL SPAG assessment termly.

Year 2 relevant SAT practice papers.

In-year and year end Summative

Half termly collection assessed against criteria on writing grid.

KS1 Maths	<p>Formative Assessment In class quality first teaching and dynamic assessment. QLA from PiXL provides gap analysis. Maths Ladders – weekly practice. Maths objectives class tracker indicates exceptions above and below expectations. Feedback marking green/purple pen or arrow post-its which provide opportunities for moving learning on or closing the gaps in learning.</p> <p>In year and end of year summative PiXL assessment papers. Year 2 relevant SAT practice papers.</p>
KS1 Science	<p>Formative Assessment In class quality first teaching and dynamic assessments. Observations and recording of expectations above or below expectation on tracking sheets.</p> <p>In year and year end summative Bi yearly assessment CT record of objectives indicates skills and knowledge acquisition per child. Data transferred to tracker at end of unit or yearly.</p>

	KEY STAGE TWO
KS2 Reading	<p>Formative Assessment</p> <p>Assertive Mentoring Oxford Reading Tree staged Comprehensions with TA. ‘Reading Dogs’ comprehension sheets, with accompanying checklists. CT led guided reading group sheets based on reading dogs. Reading Record in Years 3/4. Accelerated Reader provides reading age and monitors progression.</p> <p>In-year and year end Summative</p> <p>Termly PiXL assessments according to assessment calendar.</p>
KS2 Writing	<p>Formative Assessment</p> <p>In class quality first teaching and dynamic assessment. Draft editing ‘pink polishing pen’ for self/ peer assessment and editing. Green pen marking using marking guidelines and verbal feedback. Page per child CT objectives sheet for formative recording. Used for half termly formative class planning information and per child periodic in-year summative collection. Spelling and Grammar. <i>Single Word Spelling Test</i> Provides spelling age and identifies gaps for intervention. <i>Spelling shed provides information about individuals and next steps.</i> Spelling check sheets in writing books for ongoing identification.</p> <p>In-year and year end Summative</p> <p>Whole class Writing Tracker IT for formative half termly planning. Termly PiXL SPaG assessments.</p>
KS2 Maths	<p>Formative Assessment</p> <p>In class quality first teaching and dynamic assessment. QLA from PiXL provides gap analysis. Tables practice and quick check test. Maths Ladders. Green pen marking and verbal feedback. Times Table Rockstars provides insight into gaps. Mathletics used for homework coverage.</p>

KS2 Maths	In year and end of year summative Termly PiXL assessments according to assessment calendar. Yr 6 relevant SATs Practice papers.
KS2 Science	Formative Assessment In class quality first teaching and dynamic assessment, observations and recording of expectations on tracking sheets. At the end of a unit, teachers highlight NC statements on Target Tracker. In year and year end summative Termly input of attainment on tracking grids, based on ability <i>at that time</i> .

Appendix B Schedule for ongoing assessment tasks, and input of steps into Target Tracker to inform planning and timetabling. Target Tracker data is used by SMT to inform Pupil Progress meetings, Report to Governors and performance management. It is used by teachers to review groups in focus and to support reporting to parents

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
EYFS											
Baseline		Early adopter framework									
EYP		TA		TA		TA		TA		EYP data	
Key Stage 1											
Phonics	Phonics Tracker			Assess & update Phonics Tracker		Phonic Screening Pre check		Assess & update Phonics Tracker		Phonic Screening	Assess & update Phonics Tracker
Reading		Home reader	PiXL Yr2	Home reader	PiXL Yr1		Home Reader PiXL Yr2		Home Reader PiXL Yr1		Home reader
Maths Y2			PiXL Yr2		PiXL Yr1		PiXL Yr2		PiXL Yr1		
			Data Entry Yr2		Data entry Yr1		Data Entry Yr2		Data entry Yr1		
Key Stage 2											
SPAG	Autumn Transition diagnostics		PiXL Yr3-6		PiXL Yr6	PiXL Yr3-5	PiXL Yr6			PiXL Yr3-5	
Reading	Autumn Transition diagnostics		PiXL Yr3-6		PiXL Yr6	PiXL Yr3-5	PiXL Yr6			PiXL Yr3-5	
Maths	Autumn Transition diagnostics		PiXL Yr3-6		PiXL Yr6	PiXL Yr3-5	PiXL Yr6			PiXL Yr3-5	
			Data entry Yr3-6		Data entry Yr6	Data entry Yr3-5	Data entry Yr6			Data entry Yr3-5	