

Holymead Primary School

Assessment Policy



Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aim

To implement and maintain effective assessment systems in order to improve standards and outcomes for individuals, groups and cohorts.

Purposes

- To track children's progress and attainment over time.
- To identify gaps in children's learning.
- To identify next steps in children's learning.
- To identify children who are not making progress (including from their Previous Attainment Group).
- To identify children who are not attaining at the Expected Standard.
- To identify children with the potential to make accelerated progress.
- To inform intervention strategies.
- To support children in becoming independent learners through self and peer assessment.
- To inform teachers' planning.
- To inform school improvement priorities.
- To identify priorities for continuing professional development.
- To support the Performance Management process.

Guidelines

Target Tracker – Whole school assessment system

We use Target Tracker (assessment system) to record children's progress and attainment across all year groups (Reception to Year 6).

Target Tracker will be updated at the end of Terms 2,4 and 6.

Within each year group in KS1 and KS2, children are assessed as working at one of the following STEPS:

B	Beginning
B+	Beginning +
W	Within
W+	Within +
S	Secure
S+	Secure +

In EYFS, children are assessed using the Point In Time Assessment (PITA) on Target Tracker and are identified as working within one of the following categories:

- Below
- At Risk
- At
- Above
- Significantly Above

Target Tracker Age Related Expectations (ARE) Attainment Overviews

Expected Standard (EXS) – On Track Overview

Month	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	1B	1B+	1W	1W+	1S	1S/1S+
Year 2	2B	2B+	2W	2W+	2S	2S/2S+
Year 3	3B	3B+	3W	3W+	3S	3S/3S+
Year 4	4B	4B+	4W	4W+	4S	4S/4S+
Year 5	5B	5B+	5W	5W+	5S	5S/5S+
Year 6	6B	6B+	6W	6W+	6S	6S/6S+

Greater Depth (GDS) – On Track Overview

Month	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	1B/B+	1W	1W+	1S	1S+	1S+
Year 2	2B/B+	2W	2W+	2S	2S+	2S+
Year 3	3B/B+	3W	3W+	3S	3S+	3S+
Year 4	4B/B+	4W	4W+	4S	4S+	4S+
Year 5	5B/B+	5W	5W+	5S	5S+	5S+
Year 6	6B/6B+	6W	6W+	6S	6S+*	6S+

Progress

Good progress will be measured as six STEPS progress within an academic year, except Y1 where children make 5 steps because of where pupils start from the EYFS tracker.

It is recognised that children working below ARE will need to make in excess of six STEPS progress in order to attain at the expected standard. These children will be targeted to make accelerated progress where teachers believe children have the capacity to do so.

Attainment

The majority of pupils should be assessed against the performance indicators and STEPS relating to their current year group.

Some SEN pupils may still be working on objectives from previous years' curriculums and will be assessed accordingly.

A small number of academically able pupils may be working on objectives from the curriculum of the year group above their current year and assessed accordingly. Children working above ARE will have already demonstrated learning at greater depth in their respective year group curriculum.

Teachers make judgements about progress towards ARE using statements linked to the national curriculum. These judgements are aggregated to make an overall judgement within a subject area. Teachers use statements based on the National Curriculum to make judgements relating to skills and knowledge. Teachers use their professional judgement to assess a pupil's overall attainment. Overall attainment is judged against progress towards the statements. Assessment weeks take place in Terms 2, 4 and 6. Pupils take tests in Reading, SPAG and Maths. These tests replicate the KS1/KS2 SATs and are used alongside teachers' ongoing assessments to make judgements relating to attainment.

Summative Assessment – (Assessment of learning)

EYFS - See Appendix 1 Assessment Cycle Overview

- NfER Baseline assessment takes place in Term 1.
- Summative assessment takes place in Terms 2, 4 and 6; this will be used to inform Teacher Assessment of pupils' progress and attainment.
- Teachers will use Target Tracker to record pupils' progress and attainment.

KS1 – See Appendix 2 Assessment Cycle Overview

- Summative assessment tests will take place in Terms 2.4 and 6: this will be used to inform Teacher Assessment of pupils' progress and attainment.
- Additional summative assessment in English and Maths will follow guidelines outlined in individual subject leader policies.
- Teachers will use Target Tracker to record pupils' progress and attainment.

KS2 - See Appendix 3 Assessment Cycle Overview

- Summative assessment tests (replicating SATs tests) will take place during designated 'Assessment Weeks' in Terms 2, 4 and 6, in Years 3, 4 and 5.
- Ongoing practice SATs tests will take place in Year 6 throughout the year but no more than once each term.
- Summative Assessment Tests in Years 3, 4 and 5 will take place in Terms 2, 4 and 6 ; this will be used to inform Teacher Assessment of pupils' progress and attainment.
- Summative assessment in the wider curriculum will follow guidelines outlined in individual subject leader policies.
- Additional summative assessment in English and Maths will follow guidelines outlined in individual subject leader policies.
- Teachers will use Target Tracker to record pupils' progress and attainment.

Formative Assessment – (Assessment for Learning)

Teachers will use a range of formal and informal assessment procedures including:

EYFS

- Individual teacher notes and records.
- Observations made through Tapestry software.
- The monitoring and moderation of children's work.
- Evidence and teacher judgement against the statements taken from Development Matters and Birth to Five Matters in the EYFS.
- Progress against the Early Learning Goals.
- Mark Sheets will be used to assess learning across the Wider Curriculum.

KS1 and KS2

- Progress against individual targets in English and Maths.
- The monitoring and moderation of children's work (including written and verbal responses).

- Children's responses to marking (DART – see Feedback Policy).
- Evidence of children meeting specific standards.
- Individual teacher notes and records.
- Test results e.g. weekly spelling tests, weekly times table tests, SPAG tests, arithmetic tests.
- Mark Sheets will be used to assess learning across the Wider Curriculum.

These assessments will relate to individuals, specific groups, individual classes and whole year groups and will be used to inform, modify and improve teaching and learning.

Self and Peer Assessment

Children's learning should include opportunities for self and peer assessment. A range of Assessment for Learning strategies should be included in teachers' planning and evidence of Assessment for Learning (AfL) should be evident in children's work.

Pupil Progress Meetings

Pupil Progress meetings will take place at least three times each year in Terms 2, 4 and 6. Additional meetings will take place if deemed necessary by the Head teacher or Assessment Leader. Meetings will be attended by the Head Teacher and/or Deputy Head Teacher, the class teacher and any other members of staff invited by the Head Teacher/Deputy Head Teacher. Teachers will complete progress and attainment data by the deadlines set prior to the meetings, and bring any other additional data to inform discussions relating to pupils' progress. Teachers will also be asked to discuss the progress of specific groups of children such as disadvantaged pupils, those identified as Pupil Premium, SEN, EAL, BME, the lowest attaining 20%. Pupil progress meetings will outline actions required by the teacher to support children's progress.

Roles and Responsibilities: Overview

Teachers and Teaching support staff

- Update Target Tracker with progress and attainment data in Terms 2,4 and 6.
- Complete specified assessment documents within the timeframes set.
- Complete summative assessment in the wider curriculum within specified timeframes.
- Complete additional summative assessment in English and Maths within specified timeframes.
- Attend pupil progress meetings in Terms 2, 4 and 6.
- Use assessment to discuss pupils' needs relating to progress and attainment.
- Keep up to date records of weekly tests e.g. spellings.
- Mark children's work in line with the school's feedback policy
- Organise resources for year group tests/Year 6 practice SATs tests.
- Administer and mark year group tests/Year 6 practice SATs tests.
- Record year group tests/Year 6 practise SATs tests in the specified format.

- Complete all assessment information within agreed timeframes.
- To read and understand materials relating to any statutory requirements related to their role.
- Set, monitor, provide pupil feedback, assess and update individual pupil targets.

Assessment Leader

- Monitor teachers' roles with respect to the input, recording and compiling of assessment data as outlined above.
- Create systems to monitor progress and attainment of individual pupils, groups, classes and year groups.
- Report on progress and attainment to the Head Teacher (ongoing).
- Report to governors (through Curriculum and Standards Committee meetings) on progress and attainment.
- Report to governors (through Full Governors and Curriculum and Standards Committee meetings) on progress and attainment in relation to statutory assessment data.
- Use assessment data to inform how the school allocates its pupil premium funding.
- Use assessment data to evaluate whole school performance, identify areas of strength and areas for improvement, identify school priorities for the School Improvement Plan, and identify priorities for CPD.
- Support the bursar to produce pupil premium information.
- Ensure target setting is robust and aspirational.
- Ensure teachers are made aware of any statutory requirements related to their role.
- Work alongside the Head Teacher to ensure that materials for statutory tests are ordered, received, administered and returned within specified timeframes.
- Work alongside the Head Teacher to ensure that statutory tests are administered in accordance with statutory protocols and procedures.
- Provide information to local authority on progress, attainment, targets and projections as requested.
- Analyse and summarise assessment materials such as Analyse School Performance and IDSR, and use this information to identify areas for improvement.
-

Reporting to Governors

The following information is summarised and presented to governors at the Curriculum, Standards and Inclusion committee meetings.

- Attainment Summary Report– summarises % of pupils working at ARE and GD (Greater Depth) and compares to PAG.
- Intervention Impact Report – summarises impact of various interventions.

The following information is summarised and presented to the Curriculum, Standards and Inclusion committee, and the Full Governing Body, at the end of each academic year:

- EYFS Statutory Assessment Data
- Year 1 Phonics Check
- Year 2 Phonics Re- Check
- Year 2 End of KS1 SATs
- Year 6 End of KS2 SATs

The following information is summarised and presented to the Curriculum, Standards and Inclusion committee, and the Full Governing Body, upon publication:

- Analyse School Performance (ASP)
- Inspection Data Summary Report (IDSR)
- Local Authority Data Packs

Reporting to Parents

- Parents Evenings in Terms 2 and 4.
- End of Year reports in Term 6.
- Parents are invited to meet with teachers to discuss end of year reports if they wish to do so.
- KS1 and KS2 SATs meetings for parents of pupils in Y2 and Y6.
- Phonics meeting for KS1 parents in Term 1.
- Head teacher will inform parents/carers by letter/email to outline changes to the National Curriculum and /or statutory assessment.
- The following vocabulary is used consistently across the school when reporting progress and attainment to parents:
 - ***Working below the expected standard***
 - ***Working towards the expected standard***
 - ***Working at expected standard***
 - ***Working above the expected standard***

Monitoring, Evaluation and Review

Monitoring of this assessment policy will be done through:

- Assessment leaders' ongoing reporting to Head Teacher.
- Assessment leaders reporting to governors (through Curriculum and Standards Committee meetings and FGB meetings).
- Assessment Leaders, Head Teacher and team leaders' performance management meetings with team members.
- Pupil Progress Meetings.
- Subject Leader monitoring.

Monitoring and evaluation will ensure the consistency of this policy.

Reviewed: January 2022

By Andrew Jones and Jo Head

Next Review: January 202

Holymead Primary School

Feedback (incorporating marking) Policy



Aims

The primary aim of feedback and marking should be to support pupils' progress by providing quality specific feedback, and providing pupils with the opportunity to respond to feedback in their work, through follow up tasks or in their subsequent work.

Rationale

Our practice should:

- Focus on quality whole class and individual real time verbal feedback
- Provide pupils with Dedicated Assessment and Reflection Time (DART) in English and Maths
- Provide specific feedback
- Provide opportunities for pupils to respond to Feedback (e.g, DART)
- Be balanced: recognising positives as well as areas for development
- Value children's work
- Celebrate children's work
- Be an integral part of the school's assessment procedure
- Inform planning
- Identify and inform children of the next steps in their learning
- Support children's progress
- Inform the target setting process
- Improve Teaching and Learning

Dedicated Assessment and Reflection Time (DART)

DART will be planned by teachers each week to provide opportunities for pupils to respond to teachers' marking in English and Maths. Teachers will set follow up tasks as part of the marking process in order to:

- Address errors, misconceptions and areas for improvement

AND/OR

- Extend pupils' learning.

Guidelines

General

- Teachers will mark using a green pen to celebrate what went well.
- Teachers will mark with a pink pen to highlight errors, misconceptions and areas for improvement.
- At the beginning of each session teachers make the learning objective(s) clear to pupils and refer to the learning objective(s) when responding to their work.
- Teachers should look for opportunities to involve children in setting their own, clearly defined success criteria, differentiating accordingly.
- All work should be marked using a green/pink pen and ticked to indicate that the teacher has monitored the work.
- Work that has met the Learning Objective(s) for a lesson should be marked as follows: LO ✓.
- When appropriate pupils can self-mark their work.
- Teachers will focus on real time verbal feedback; where this is not possible feedback should be provided before or at the beginning of the next lesson.
- Teachers' writing should be neat, legible and set a good standard.
- Time is provided for children to review and respond to feedback.
- Not all work is marked in detail but teachers will focus on quality marking where it will have the most impact on future progress.
- Next steps will be identified for writing in regular marking; next steps will be based on what the child needs to consistently do in their writing.
- Feedback in the Wider Curriculum will focus on Verbal Feedback; Mark Sheets are used to identify information that has not been fed back to pupils in real time (during the lesson).

Marking Symbols

	Green to be seen
	Pink to think
	Annotation

•	Incorrect answer
I	Independent
S	Support
//	New paragraph
^	Letter or Word omission
E.g. What's the time ○	Missing punctuation (circle where punctuation should be)
D or DART TALK	Discussed work with pupil
The <u>wat</u> e splashed against the <u>bowt</u> .	Incorrect spelling (underlined)

Spellings

Teachers may underline up to 5 incorrect spellings for each piece of English work. These should be appropriate to the age and ability of the child. The correct spellings may be written in the margin or underneath the work. Children should write out the correct spelling in their book (3 times KS1/5 times in KS2) and record the correct spelling in their Vocabulary Book for future use.

In the Wider Curriculum, teachers will provide whole class feedback on subject specific technical vocabulary and common errors relating to high frequency words. Teachers' feedback will include a focus on spelling patterns and phonics relating to the spelling errors they have identified.

Detailed Marking:

Detailed marking should

- Identify at least one positive
- Comment on style and content as appropriate
- Be specific, positive and accessible
- Provide a specific development point
- Provide a prompt for children to respond to in English and Maths (DART)

Frequency of Detailed Marking

English and Maths

All English and maths books should be marked before the next lesson with developmental comments provided for the focus group that the teacher has been working with in that lesson. Other books should be marked with developmental comments as necessary. A minimum of one piece of DART marking should be provided for Maths and one piece of DART marking for English each week.

All other subjects

In Years 1 through to 6, teachers will use the Holymead Mark Sheets to inform and support their feedback in all other subjects (see Appendix 4). Teachers will decide if the use of a Mark Sheet is more appropriate for each individual lesson or each unit of work. Teachers will acknowledge that pupils' books have been reviewed at the end of each lesson by ticking the work in green pen. Teachers will use the Mark Sheets to provide whole class and, where necessary, individual feedback at the beginning of the next lesson.

Opportunities for self-assessment

Children should be encouraged to regularly self-assess their own learning through various methods of self-assessment including a focus on editing.

Opportunities for peer-assessment

Children should be given opportunities to provide and receive peer assessment. This should be done in a positive manner using vocabulary such as: "I like this because....." and "I think this bit could be even better if.....". Teachers will need to model this language for their pupils.

Policy Date: January 2022
Written by: Andrew Jones and Jo Head
Review Date: January 2024

Appendix 1

Holymead Primary School

Assessment Overview: Year R

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
NfER Baseline					Foundation Stage Profile assessment
Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5
	Number reading and writing		Number reading and writing		Number reading and writing
PITA – PP only	PITA- All	PITA – PP only	PITA - All	PITA- PP only	Target Tracker steps - All

Appendix 2

Holymead Primary School

Assessment Overview: Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	White Rose Arithmetic		White Rose Arithmetic		White Rose Arithmetic
Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5
	Phonic Check 2017 Section 1		Phonic Check 2019 Section 1&2		Phonic Check
	Book Levels		Book Levels	Book Levels	Book Levels
					Reading Comprehension Test (PIRA Summer 1)
Writing Assessment Framework TA - All	Writing Assessment Framework TA - All	Writing Assessment Framework TA - All	Writing Assessment Framework TA - All	Writing Assessment Framework TA - All	Writing Assessment Framework TA - All
Maths Assessment Framework TA - Selection	Maths Assessment Framework TA - Selection	Maths Assessment Framework TA - Selection	Maths Assessment Framework TA - Selection	Maths Assessment Framework TA - Selection	Maths Assessment Framework TA - Selection
Target Tracker – PP only	Target Tracker - All	Target Tracker – PP only	Target Tracker - All	Target Tracker- PP only	Target Tracker

Appendix 3

Holymead Primary School

Assessment Overview: Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5	Letters and Sounds phonic identification, blending and CEWs Ph 2 – 5
	PIRA Reading Comprehension		Reading 2019 SAT	KS1 SATs	
	Arithmetic 2018 SAT		Arithmetic 2019 SAT		
			Maths Reasoning 2019 SAT		
			SPAG 2019 SAT		
Writing Assessment Framework TA - All	Writing Assessment Framework TA - All	Writing Assessment Framework TA - All	Writing Assessment Framework TA - All		
Maths Assessment Framework TA - All	Maths Assessment Framework TA - All	Maths Assessment Framework TA - All	Maths Assessment Framework TA - All		
Target Tracker – PP only	Target Tracker - All	Target Tracker – PP only	Target Tracker - All	Target Tracker- PP only	Target Tracker
Spelling Tests Weekly					
Times Tables Tests Weekly & Times Tables Audits (termly)					
	Book Levels		Book Levels		Book Levels

Appendix 4

Holymead Primary School

Assessment Overview: Years 3, 4 & 5

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	NFER Autumn Reading Comprehension		DFe Optional SATs papers		NFER Summer Reading Comprehension
	SPAG Test Term 2		SPAG Test Term 4		SPAG Test Term 6
Arithmetic Test	Arithmetic Test	Arithmetic Test	Arithmetic Test	Arithmetic Test	Arithmetic Test
	NFER Autumn Maths Test		White Rose Reasoning Papers		NFER Summer Maths Test
Writing Assessment Framework TA	Writing Assessment Framework TA	Writing Assessment Framework TA	Writing Assessment Framework TA	Writing Assessment Framework TA	Writing Assessment Framework TA
					Year 4 Multiplication Tables Check
	Target Tracker: Reading STEPS		Target Tracker: Reading STEPS		Target Tracker: Reading STEPS
	Target Tracker: Writing STEPS		Target Tracker: Writing STEPS		Target Tracker: Writing STEPS
	Target Tracker: Maths STEPS		Target Tracker: Maths STEPS		Target Tracker: Maths STEPS
Spelling Tests Weekly					
Times Tables Tests Weekly & Times Tables Audits (termly)					

Appendix 5

Holymead Primary School

Assessment Overview: Year 6

Term 1 Sample Paper	Term 2 2016 SATs	Term 3 2017 SATs	Term 4 2018 SATs	Term 5	Term 6
Reading Comprehension Test – Past SATs pre 2016	Reading Comprehension Test – Past SATs pre 2016	Reading Comprehension 2016 SATs Test	Reading Comprehension 2016 Sample Test	KS2 SATs	
SPAG Test – Past SATs pre 2016	SPAG Test – Past SATs pre 2016	SPAG 2016 SATs Test	SPAG 2016 Sample Test		
CGP Maths Mock SATs Test 1	CGP Maths Mock SATs Test 2	Maths 2016 SATs Test	Maths 2016 Sample Test		
Writing Assessment Framework TA	Writing Assessment Framework TA	Writing Assessment Framework TA	Writing Assessment Framework TA	Writing Assessment Framework TA	Writing Assessment Framework TA
	Target Tracker: Reading STEPS		Target Tracker: Reading STEPS		Target Tracker: Reading STEPS
	Target Tracker: Writing STEPS		Target Tracker: Writing STEPS		Target Tracker: Writing STEPS
	Target Tracker: Maths STEPS		Target Tracker: Maths STEPS		Target Tracker: Maths STEPS
Spelling Tests Weekly					
Times Tables Tests Weekly & Times Tables Audits (termly)					

Appendix 6

Post Covid baseline assessment Term 4 March 2021

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phase 2 phonics	Phonic check	Phase 3 phonics	Reading Nfer Spring Test	Reading Nfer Spring Test	Reading Nfer Spring Test	Maths SATs 2018
Phase 3 phonics	Arithmetic	Phase 5 phonics	Maths KS1 SATs Paper	Maths Nfer Spring Test	Maths Nfer Spring Test	Reading SATs 2019
Number recognition (0-20)		Arithmetic	Phonics Phase 3 and 4	Writing Teacher Assessment	Writing Teacher Assessment	Writing Teacher Assessment
Number writing (0-20)			Writing Teacher Assessment			

Appendix 5

Holymead Primary School Marking Sheet

Subject:	Date:	LO/Focus:
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Praise (including: elements of mastery; effort, progress, response to feedback):	Missing/Incomplete Work:	Misconceptions/Reflections:
	Presentation:	Next Steps:
	Star Worker:	