

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 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 at risk of failing to achieve expected progress and/or attainment.
- To identify children with the potential to make better than expected progress.
- To inform intervention strategies.
- To support children in becoming independent learners through self and peer assessment.
- To inform teachers' planning.
- To inform priorities as part of the school improvement plan.
- To identify key focuses for staff professional development.
- To support Performance Management.

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). Within each year group children will be assessed as working at one of the following STEPS:

B	Beginning	Below ARE
B+	Beginning +	
W	Within	
W+	Within +	ARE
S	Secure	ARE
S+	Secure +	Above ARE

To be working at Age Related Expectations (ARE) children will need to meet the following criteria:

W+ - Within +	All key performance indicators (KPIs) are fully met all of the time. All other performance indicators are fully met for the majority of the time (at least 80% of the time).
S - Secure	All performance indicators are fully met all of the time.

Progress

Expected progress will be measured as six STEPS progress within an academic year, except Y1 where children make 5 steps.

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 better than expected 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 through previous years' curricula and assessed accordingly.

A small number of academically able pupils may be working through the curriculum of the year group above their current year and assessed accordingly. Children working above ARE will have already demonstrated deeper learning of 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. These are updated in terms 2, 4 and 6 and inform judgements relating to a pupils overall attainment. Overall attainment is judged against progress towards the statements and recorded as working at Beginning, Within or Secure. Progress towards Statements (skills) are continually being recorded and updated; attainment information is recorded in terms 2, 4 and 6. 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

- Baseline assessment takes place in term 1.
- Summative assessment takes place in each term (1-6).
- Teachers will use Target Tracker to record pupils' progress and attainment.

KS1

- Summative assessment tests will take place in terms 2, 4 and 6 in Y1 and terms 2, 4, and 5 in Y2
- 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

- 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 SAT's tests will take place in Year 6 throughout the year but no more than once each term.
- 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 of Learning)

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

EYFS

- Individual teacher notes and records.
- The monitoring and moderation of children's work.
- Evidence and teacher judgement against the statements taken from Early Years Matters.
- Progress against the Early Learning Goals.

KS1 and KS2

- Progress against individual targets in English and Maths
- The monitoring and moderation of children's work
- Children's responses to marking (DART – see Marking Policy)
- Evidence of children meeting specific standards
- Individual teacher notes and records
- Test results e.g. weekly spelling tests, weekly times table tests, mental maths tests, SPAG tests, arithmetic tests.

These assessments will relate to individuals, specific groups, individual classes and whole years groups and will be used to inform, modify and improve planning.

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 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 Headteacher or Assessment Leader. Meetings will be attended by the Headteacher and/or Deputy Headteacher, the class teacher and any other members of staff invited by the Headteacher/Deputy Headteacher. 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 in receipt of Pupil Premium, SEN, EAL, BME. Pupil progress meetings will outline actions required by the teacher to support children's progress.

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 test e.g. spellings
- Mark children's work in line with the school's marking policy (Appendix 2).
- 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 practice 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 individuals, groups, classes and year groups.
- Report on progress and attainment to Headteacher (ongoing).
- Report to governors (through Curriculum and Standards Committee meetings) on progress and attainment in terms 2, 4 and 6.
- Report to governors (through Full Governors and Curriculum and Standards Committee meetings) on progress and attainment on 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 inform CPD.
- Liaise with bursar to report 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 Headteacher to ensure that materials for statutory tests are ordered, received, administered and returned within specified timeframes.
- Work alongside Headteacher 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 Raise Online and Data Dashboard; use this information to 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 different STEPS.
- Age Related Summary Expectation Summary Report – provides numbers and percentages Of where pupils are working in relation to ARE.
- Points Progress Report – provides numbers and percentages of pupils progress measured in STEPs towards ARE.
- Gap Analysis – used to identify progress towards specific skills
- 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:

- Raise Online
- Dfe Data Dashboard
- 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 2
- Headteacher 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:
 - Significantly below ARE
 - Below ARE
 - Just below ARE
 - Just within/at ARE
 - At ARE
 - Securely at ARE
 - Just above ARE
 - Above ARE
 - Significantly above ARE

Monitoring, Evaluation and Review

Monitoring of this assessment policy will be done through:

- Assessment leaders' ongoing reporting to Headteacher.
- Assessment leader reporting to governors (through Curriculum and Standards Committee meetings and FGB meetings)
- Assessment Leaders, Headteacher 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.

Appendix 1 – Marking Policy

Written January 2015

By Andrew Jones

Review Date: January 2016

Appendix 1

Holymead Primary School

Marking Policy



Aims

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

Rationale

Our practice should:

- Provide pupils with Dedicated Assessment And Reflection Time (DART)
- Provide specific feedback
- Provide opportunities for pupils to respond to marking (see 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

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 provide feedback as soon as possible, preferably the next day.
- Teachers' writing should be neat, legible and set a good standard.
- Whenever possible, pupils' work should be marked in their presence.
- Time is provided for children to review and respond to marking.
- Not all work is marked in detail but teachers will focus on quality marking where it will have the most impact on future progress.

Marking Symbols

	Green to be seen
	Pink to think

M	Misconception
	Misconception addressed
•	Incorrect answer
I	Independent
S	Support
	Next Step
//	New paragraph
^	Letter or word missing

Spellings

Teachers may underline up to 5 incorrect spellings for each piece of work (all subjects, not just English). 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.

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 (DART)

Frequency of Detailed Marking


English and Maths

All literacy 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 two pieces of DART marking should be provided for Maths and two pieces of DART marking for English each week

English

Pupils' writing should be marked using the Big Write marking templates (attached) at least once a fortnight in KS2 and at the end of each unit of work in English at KS1.

Big Write Mark Sheet

<i>Areas to focus on</i>	Text structure and organisation	Vocabulary	Grammar and Punctuation	Composition and effect
WWW:				
 AND DART				

All other subjects

All books should be marked before the next lesson with developmental comments provided in accordance with need.

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....."

Policy Date: January 2016

Written by: Andrew Jones

Review Date: January 201

