



Assessment Policy

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Aims

At George Tomlinson Primary we recognise that assessment is a continuous process integral to learning and teaching. We assess what we teach. It is how we gain knowledge of our pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. The rationale for our policy is drawn upon the DfE guidance for the 2014 Curriculum and assessment beyond levels guidance. The assessment tool the school uses to track and monitor progress is Target Tracker.

The aims of this policy are to:

- Provide an agreed strategy towards Assessment, Recording and Reporting of Achievement and Progress
- Clarify procedures and ensure their consistency of practice around the school
- Ensure assessment is used as a tool to inform planning and track pupil progress and to raise standards tracking

Forms of Assessment

We use formative and summative assessment types to ensure we have sufficient information to make informed judgements.

1. Formative assessment

This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. At George Tomlinson we do this through using:

- assessment for learning strategies (AFL) which allow teachers and children to monitor learning and progress towards lesson objectives and success criteria in a range of ways e.g.:
 - questioning and dialogue
 - peer and self-assessment
 - verbal and written feedback – see marking policy
- using a range of methods for recording learning and progress and not just written methods to capture outcome, (e.g. video evidence, observation diaries, and sound or photo recordings).
- on-entry assessment of new pupils to ensure immediate and appropriate provision.
- informal progress checks such as 'prove-its' and 'explain-its'

2. Summative assessment

This enables the schools to evaluate how much a pupil has learned at the end of a teaching period. At George Tomlinson we do this through:

- end of term assessments in reading, writing and maths and GPS which result in a series of standardised scores.
- baseline assessment for children at the start of Nursery and Reception years as well as for children transferring mid-year from another school.
- Transfer of Records (KS1 to KS2 to KS3 / next teacher at end of the year)
- cognitive ability tests undertaken online by children at the start of Year 6 as part of the Local Authority process of allocating places at Secondary Schools.
- termly IEP reviews for SEN children / EHCP Conferences. Specific outcomes for the coming year will be identified in their Annual Reviews.
- National standardised summative assessment – End of Key Stage 1 and key Stage 2, Foundation Stage Profile for EYFS and Years 1 and 2 Phonics Screening Check.

Special Educational Needs and Disability (SEND)

Children with Special Educational Needs and / or Disabilities may be working below year group expectations. In these cases work will be differentiated to allow children to access learning appropriate for them and this learning will be assessed according to their stage of development.

Regular and on-going assessment of the impact of any interventions is essential to measure their efficacy. This should take place half termly in conjunction with the Inclusion Lead. The progress for pupils with SEND may need to be reflected on in a broader sense than just academic achievement by using e.g. classroom observation, book looks and liaison with other professionals. The impact of specific interventions are monitored with entry and exit data.

Monitoring and Tracking Attainment and Progress

The new National Curriculum, introduced in September 2014, has set out clear expectations for what children should achieve by the end of each key stage and has provided guidance as to when this content should be covered. The statutory statements published in the National Curriculum show the end of year expectations. Target Tracker is the tool that enables us to assess and monitor progress towards the end of year expectations. Target Tracker equips teachers and leaders with an immediate overview of what individual children have and have not learnt as well as looking at the progress of the whole class and groups.

Using Target Tracker

Statements

Formative assessment statements enable teachers to assess against National Curriculum expectations and form the basis of summative assessments. Target tracker formative statements are updated by teachers throughout the year. Gap analysis of the statements informs planning. When statements have been assessed by the teacher, they can be selected as 'Working Towards', 'Achieved' or 'Mastered'.

Working Towards

Working towards achieving a curriculum objective or 'statement' is when:

- Knowledge, understanding and skills are developing and are unlikely to be remembered at this stage
- Confidence is growing
- Reinforcement may be required from another person or through a variety of related activities.

Achieved

A child has achieved a curriculum objective or 'statement' when:

- Curriculum content has been covered and the depth of knowledge, understanding and skills developed
- Confidence is secure
- Similar tasks can be completed successfully and independently.

Mastered

'Mastery' or 'to master':

- denotes a focus on achieving a deeper understanding of subjects, through problem-solving, questioning and encouraging deep thinking
- when curriculum content has been explored in a variety of contexts so that the full depth and breadth has been mastered and connections can be made
- knowledge understanding and skills are embedded and can be transferred to different subject or to another person with absolute independence
- skill sets and knowledge banks are tapped into purposefully to match a variety of tasks over time.

The new national curriculum is premised on this kind of understanding of mastery, as something which every child can aspire to and every teacher should promote within their classroom.

Assessment is built into this process. Following high-quality instruction, children undertake formative assessment that shows what they have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this (or alternative enrichment or extension activities for those who have already achieved mastery or to help them achieve mastery). A large amount of high-quality research has evaluated mastery learning and found consistent and positive impacts on learning.

Steps

The expected end-of-year outcomes have been adapted to help support teachers in making their assessment judgments over each academic year; age-related 'Bands' (1-6). Each Band comprises formative statements that are shared with pupils and parents to help define and guide next steps in learning.

Each year Band has been broken down into six Steps: beginning (b), beginning plus (b+), working within (w), working within plus (w+), secure (s) and secure plus (s+).

The three broader sections may be thought of in these terms: Beginning, Within and Secure. Below is a guide that can be used to help teacher's reach a judgement. Summative assessments and teacher knowledge are used in addition.

b	b+	w	w+	s	s+
30% of the year group's criteria met.	40-50% of the year group's criteria met.	60% of the year group's criteria met.	Between 75-85% of the year group's criteria met.	90% of the year group criteria met confidently with rare errors being made.	100% of the year group criteria plus mastery in some statements.

We aim for all children to be working at the 'beginning' level of their year group's curriculum by the end of Autumn Term, 'within' by the end of the Spring Term and 'secure' by the end of the Summer Term. Children at 's' secure at the end of the academic year are judged to be working securely at an age appropriate level. Children working at 'w+' are judged to working just within an age appropriate level. Those working at s+ are judged to be working beyond age related expectations and will have achieved mastery in some areas of the curriculum. It must be noted that children can achieve mastery in some areas of the curriculum but not necessarily be assessed at s+. In Mathematics, the school follows the requirements of the National Curriculum that:

"Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on"

Steps Assessments for Pupils with SEND

Year 1 pupils who are working below the beginning of the Year 1 band are still be assessed in the EYFS 40-60 w, 40-60 w+, 40-60 s or 40-60 s+ month band steps. We continue to assess Year 1 pupils using statements from the EYFS month bands in the Autumn term if they are working below the '1b'band. Towards the end of Year 1 in Spring 2, pupils with SEND are assessed using the P-Scales so progression through into Year band 1 can be tracked.

Reporting to parents

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. We provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in the target setting process; have opportunities for a mid-year progress report and have a final end of year report. The end of year written report includes results of statutory tests and assessments and gives information relating to attainment, effort and next steps. The children are given the opportunity to evaluate their learning and progress in the report.

Moderation

Teachers undertake moderation to ensure that judgements are in line with each other or with higher or lower year groups. The Senior Leadership Team (SLT) and subject leaders will regularly undertake moderation activities (book looks, pupil conversations and learning walks) across the whole school to ensure that standards are being met and progression is visible from year to year. Governors also undertake learning walks, pupil conversations and book looks. Moderation meetings are held with other local Primary schools where the focus is on moderation within subjects and year groups. Moderation may also be expected by external authorities in order to validate teachers' assessments.

Target Tracker contains examples of work in reading, writing and maths that have been annotated and have commentary attached to demonstrate the National Curriculum expectations that are being met. These are designed to help teachers judge where a child is working against National Curriculum expectations.

Pupil Progress Meetings

These meetings take place each half term. They are co-ordinated by senior members of staff and the SENDCo. Class data and year group data are discussed, also key groups (including Pupil Premium, SEND, HA, and MA disadvantaged) and individual pupil progress.

EAL

Step Descriptors are used to assess the progress of EAL children at an early stage of English acquisition.

Monitoring and Evaluation

The governing body, in partnership with the Headteacher and Assessment Lead, determines the school policy for assessment. The Headteacher and Assessment Lead are responsible for working with staff to devise, monitor, evaluate and review procedures for assessment. Class teachers, the SENDCo, and middle leaders are responsible for carrying out the agreed procedures for assessment, all according to the assessment calendar that will be adjusted and updated each academic year.

Assessment Calendar

- Updating of formative statements is ongoing in all years groups
- Steps are updated every half term
- Summative assessment tests (Y1-6) are given 3 times a year (additional testing is to the discretion of the teacher)
- Year 2 and Year 6 will test every half term in preparation for the Statutory Assessments in May
- Inspire Maths end of unit checks are given at the end of a unit of work
- Independent writing tasks (Big Write) are given at least every other week and are used to inform statements and progress towards meeting end of year expectations.
- An independent writing sample is assessed against the Ros Wilson Criterion every half term
- Spelling tests are given weekly
- Year 1/2 phonics screening check in June
- All phonics groups are reviewed half termly
- Interventions are reviewed half termly; specific interventions will run for 12 weeks (with entry and exit data recorded)
- Pupil Progress meetings are held every term with half termly reviews
- Parent open evening are held every half term

Assessment Calendar

	Literacy (Reading, Writing, GPS)	Maths	Science	EYFS	Information for parents
Autumn 1	<ul style="list-style-type: none"> - RWI groups established - Focus children identified - TT Steps updated & baseline established - Year 6 – (2016 sample SATS) - Independent writing task (Ros Wilson) - Testbase (Y2) - Internal writing moderation 	<ul style="list-style-type: none"> - Focus children identified - Year 6 – Test paper (2010) - TT Steps updated - Beg. of Year <i>Inspire Maths</i> Tests (Y1-Y6) 	<ul style="list-style-type: none"> - Banded statements updated (ongoing) - Short test given at end of each unit - TT steps updated 	<ul style="list-style-type: none"> - Baseline established for Nursery and Reception - Baselines entered onto Target Tracker - Continuous observations and photo evidence recorded on TT and benchmarked against EYFS framework expectations. - Writing assessment in Reception/Nursery grip check - SEND concerns raised 	<ul style="list-style-type: none"> - Meet the Teacher – curriculum, expectations, end of year expectations, homework. - Parent open evening
Autumn 2	<ul style="list-style-type: none"> - Tests - Y6 & Y2 (2016 SATS) NFER Reading and GPS (Y3-Y5) - Independent writing sample (Ros Wilson) External writing Moderation 	<ul style="list-style-type: none"> - Tests - Y6 & Y2 (2016 sample SATS)- <i>Inspire Maths</i> Tests (Y1-Y6) 	<ul style="list-style-type: none"> - Short test given at end of each unit - TT Steps updated (TA) 	<ul style="list-style-type: none"> - Phonics assessments - Moderation - TT Steps updated - Nursery to assess in all areas for TT input 	<ul style="list-style-type: none"> - Parents' Evening - End of year targets and progress

Spring 1	- Y2&Y6 –2017 SATS papers	Y2&Y6 –2017 SATS papers - Moderation	- Short test given at end of each unit - TT Steps updated (TA)	Moderation TT Steps updated	
Spring 2	Y2 – 2018 SATS papers Y6 – 2018 SATS papers NfER Reading and GPS (Y3-Y5) - Independent writing sample (Ros Wilson) - Moderation - Y1 SEND Pupils assessed using P-scales	- Y2 – 2018 SATS papers Y6 – 2018 SATS papers All year groups - <i>Inspire Maths</i> Tests - Moderation - TT Steps updated - Y1 SEND Pupils assessed using P-scales	- Short test given at end of each unit - TT Steps updated (TA)	- Moderation - TT Steps updated - EYFS predictions	Parents' Evening - Progress towards end of year expectations
Summer 1	SATS – KS1 & KS2	SATS – KS1 & KS2	- Short test given at end of each unit		
Summer 2	- Summative assessments Yr 1 – NfER reading & GPS Yrs 3, 4, 5 – NfER reading & GPS - Phonic Screening Check Y1&2 - Independent writing sample (Ros Wilson)	- Summative assessments Yr 1 – NfER year 1 test Yrs 3, 4, 5 – NfER summer tests for ARE scores	- Short test given at end of each unit - TT Steps updated (TA)	- Final assessments uploaded to TT - Moderation - ELG data collected and submitted to A - Nursery upload end of year data to TT	Annual Report out to parents. Parent consultations offered