



# **Assessment Policy**

**Reviewed June 2018**

## **Formal Summative assessments**

### **Reading**

Assessment materials will be used termly and for a September baseline, to assess reading. The assessments will take place in the first full week of the term.

- These will be used to track progress, inform teachers of gaps in learning and to identify children who need additional intervention.
- Assessments can also be used to provide evidence against the objectives on O Class Track

### **GPaS**

Assessment materials will be used termly and for a September baseline, to assess grammar and punctuation. At the beginning of each term, the spelling assessments will be used to ascertain which spelling list each child will focus on in their weekly spelling tests and to form the children's initial spelling sets. Where appropriate, the spelling assessment is used alongside RWI assessments. The assessments will take place in the first full week of the term.

- These will be used to track progress, inform teachers of gaps in learning and to identify children who need additional intervention.
- Assessments can also be used to provide evidence against the objectives on O Class Track

### **Maths**

Assessment materials will be used termly and for a September baseline, to assess maths. The assessments will take place in the first full week of the term.

- These will be used to track progress, inform teachers of gaps in learning and to identify children who need additional intervention.
- Assessments can also be used to provide evidence against the objectives on O Track

### **Data**

- Data is uploaded and monitored on O Track (our online pupil tracking system)
- The results of these assessments are analysed by team leaders, SENCo and PP leader
- A report is produced for the SLT and subject leaders highlighting gaps for targeting.
- At the end of the year, cohort development plans will be produced, highlighting the forthcoming year's targets.

### **O Track - Class Track**

- At the beginning of each academic year each child will begin on the corresponding year group using Class Track.
- In extenuating circumstances, with agreement from the SLT and SENCo, a child may be taught and assessed by criteria from a different year group than he/she is currently in. This should be the exception, as the focus is on breadth of coverage and mastery of the curriculum
- Teachers will update the tracker at least every half term to track progress in maths, reading and writing
- Dates will be set on the whole school calendar for when all end of term assessments have to be completed and entered onto O Track

- During the subsequent week, the data collected from O Track will be analysed by SLT, SENCo and the Pupil Premium leader.
- The data will be used to monitor the progress of individuals and cohorts. Gaps will be identified and targeted
- An end of year analysis will take place in July. The data collected from this will be reported to SLT, Governors and all staff
- Reflection time will be given for all staff to analyse processes and interventions to ensure that only the best practices move forward to the following year

### **Exemplar Standard Materials:**

- The 'Teacher Assessment Frameworks' and exemplification materials should be used to support teacher judgements at the end of KS1 and KS2

## **Formative assessments**

### **Assessing Maths**

- Mental maths is assessed weekly using materials from the Big Maths programme
- Targets will be assessed through maths starters, in guided groups and in lessons
- Gaps in maths are targeted by teachers through maths lessons and LSAs target gaps during interventions
- Responses to KPI questions can be used to support teacher judgements

### **Assessing Reading:**

- Objectives will be used to support the writing of questions for guided group reading sessions, follow on and inference activities. Objectives are written using the interim assessment framework and SATs questions.
- Evidence from these questions will be recorded by the teacher
- Evidence can take the form of photographs of children's responses on whiteboards or images and writing in reading journals, teacher's guided reading recording sheet or short videos.

### **Assessing Writing:**

- Children need to achieve objectives across a range of writing; evidence of achievement will be highlighted in children's books. There should be at least 3 pieces of evidence to support a judgement before it is marked as achieved
- Teachers will highlight objectives within children's writing, using a code system that links directly to the objectives in Class Track

### **Assessing Phonics:**

- Read, Write Inc assessments are carried out half termly by the phonics leader or class teachers in FS, KS1 and for some KS2 children. These assessments are then recorded and updated on the phonics tracking sheet, informing groups and identifying intervention needs.
- Children's progress is tracked carefully to support children to reach the expected level of phonic knowledge by term six of Year One. Children in Year One are taught spellings alongside phonics
- The Phonics leader, FS team leader and KS1 team leader collate half-termly progress figures, to identify children who are not on track to meet the expected level;

they then feedback this information to SLT. These children are then targeted for intervention.

- Phonics screening checks are completed at the beginning of every half term by Year One children and Year Two who did not pass the screening check in Year One. This data is monitored for intervention and then fed back to SLT.

### **Monitoring and Moderation**

- Reading, writing and maths are all moderated three times per year
- This moderation takes place within teams, across teams and key stages, and across other schools
- Teachers in Y2 and Y6 attend county moderation training

### **Marking and Feedback**

- AfL feedback sessions ensure that effective feedback and support is given by teaching and support staff
- Teachers use the school's feedback codes when marking children's work
- Feedback codes are displayed in each classroom
- When a child is expected to action a comment, a speech bubble is used, then children use a green pen to correct their work
- Stars are drawn when a teacher writes a positive comment about a child's work
- The teacher then marks the correction, indicating this with a tick and a 'c'

## **Nursery/FS1 Assessment**

### **Baselines**

- Baseline assessments are completed in the first term of a child starting nursery
- Assessments are moderated using Development Matters statements, the Leuven scale and Characteristics of Learning
- Baselines are recorded for all 17 areas of learning; these are assessed by continual teacher and LSA observations of independent and child initiated learning

### **Phonics**

- Children are assessed for baselines on their phonological knowledge, in the first term of a child starting nursery using the Read Write Inc assessment
- Over the year, children are assessed every half term. Gaps in knowledge and understanding are then targeted before children begin learning the next phase.

### **Recording Assessments**

- Assessments are recorded on the online assessment system, in Development Matters age and stage bands
- Throughout the Nursery journey, assessments are formally collected each term
- The formal summative assessment collections vary for each child depending on the number of terms that they are in EYFS

### **Tapestry**

- Tapestry is used to collect daily observations of learning; these are shared simultaneously with parents

- Parents and carers can also make observations of learning; these are taken into account for our summative assessments
- Other settings and providers, as well as other agencies, provide us with information about the children, which is used to create a full picture of the child, their learning needs and support required to achieve their potential

### **Moderation**

- Assessments are moderated throughout the year and for the EYFS profiles in the following ways:
- Within the EYFS team, observations and assessments are moderated using Development Matters statements, the Leuven scale and Characteristics of Learning
- Moderation takes place across other teams and other settings.
- Agreement trialling events involving providers from across the county are attended
- Local authority moderators are involved in the moderation process
- At the end of Nursery, assessments, observations, important information and other stakeholders' views are passed from Nursery to Reception

### **Reception/FS2**

#### **Baselines**

- Baseline assessments are completed in the term a child starts Reception
- Children who join the school later in the year are still baseline assessed
- Baseline data is submitted to the local authority and DfE in accordance with statutory regulations (April 2017)

#### **Phonics**

- Children are assessed on their phonological knowledge at the beginning of FS2 using the Read Write Inc assessment
- Over the year, children are assessed every half term. Gaps in knowledge and understanding are then targeted before children begin learning the next phase.

#### **Maths**

- Number Foundations Assessment (I See Maths) carried out termly. Gaps in knowledge and understanding are then targeted.

#### **Recording**

- Summative assessments are recorded for all 17 areas of learning; these are formed by continual teacher and LSA observations of independent and child initiated learning
- Assessments are recorded termly on the online assessment system, in Development Matters age and stage bands
- Development Matters statements, the Leuven scale and Characteristics of Learning statements are used to moderate assessments.
- Throughout Reception, assessments are formally collected termly. Formative assessments are made continually throughout the day
- In term six the Profile assessments are submitted to the local authority and DfE in accordance with the Early Years assessment regulations (October 2017)
- Children are assessed against the Early Learning Goals for each of the 17 strands of the EYFS

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