

Maidensbridge Primary School

Assessment Policy



Ratified by the full Governing Body: 06.10.2023
Next review: 06.10.2025

Version 3

Aims of the Policy

At Maidensbridge we believe that having an accurate picture of both the attainment that children are making year on year, and the progress that children are making within each academic year is of paramount importance. There are many reasons for this:

- a) To ensure each child is working to their full potential and making the progress that they should be from their starting point.
- b) To ensure any children not making sufficient progress or those working below age expectations are quickly identified and necessary interventions put in place to close the gap.
- c) To ensure teachers, support staff have an accurate picture of the level of attainment in their class/teaching group.
- d) To ensure teachers and support staff have an accurate picture of the level of progress that children in their class/teaching group are making at assessment points throughout the year.
- e) For senior leaders to be able to track attainment and progress in each class, and look at prior assessment data to ensure children make at least expected progress across the different phases.
- f) To ensure there is regular assessment to address gaps in children's learning.

Assessments

There are a number of ways in which the attainment and progress of each child is measured and represented.

NTS Tests (Years 1-5)

A measure to formally assess children's learning and be able to make a judgement as to whether children are working below, in line or at greater depth against their year groups expectations.

- These are to be completed termly in an assessment week determined by SLT at the start of each academic year.
- They will be for Reading and Maths and match closely to the SATS tests that children have to complete in Year 6.
- They will also complete Rising Stars SPAG assessments.
- The score that children achieve in these tests converts to a scaled score and from this it can be determined whether children are working below expected, at expected or at greater depth for their year group.
- Staff need to identify the gaps from specific tests to help them plan in order to address these gaps swiftly.

- Once all test scores have been submitted, prior attainment grids will be produced for Reading, Maths and Writing for each year group to enable easy identification of those children who are not making adequate progress from their last assessment point.

SEND

Some children in each year group may not be able to access the year group tests. Assessments and therefore progress may then be identified through:

- Completing a test from the Key Stage or year group below.
- Assessments against the Engagement Model
- Outside agency reports.
- Learning Support Service reports which show progress made in areas such as a child's reading age. These reports also show future targets.

Statutory Assessments

Phonics

The statutory phonics screening check takes place in June for all year 1 pupils. The test is administered by a member of school staff trained in phonics. The test assesses children on how well they can decode words. Children who do not reach the expected standard will be given additional phonic support during Year 2 and re-assessed the following year. Children in KS2 who have not passed the PSC will receive intervention to address the gaps in their phonics knowledge.

Times table check

The statutory multiplication check takes place in June for all year 4 pupils. The test is online and checks on times table fluency. The test can be used to identify pupils who have not yet mastered their times tables so that additional support can be provided.

Key Stage 2

Key Stage 2 statutory assessments take place in the May of year 6. They are formal tests in Maths, Reading and grammar, punctuation and spelling. These tests are both set and marked externally. Teacher assessment is submitted for Science.

In order to monitor progress and prepare for these assessments, year 6 will complete an initial baseline statutory assessment in September and then periodically throughout the year. Dates are determined by SLT at the start of each academic year.

Prior attainment grids will be produced for Reading, Maths and Writing to enable easy identification of those children who are not making adequate progress from their last statutory assessment point. Staff need to identify the gaps from tests to help them plan in order to address these gaps swiftly.

Subject specific Assessments

Each subject is unique. It therefore appropriate that each subject has subject specific assessment guidance and procedures.

English

Writing

Ros Wilson criterion scale is used to assess the level of children's writing after every three pieces of writing. It may be appropriate for some pupils to be working on lower year's criterion scales. As part of the assessment process, teachers will moderate judgements. Termly, prior attainment grids will be produced for each year group to enable easy identification of those children who are not making adequate progress.

Phonics

The school follows the Read, Write Inc sessions phonics scheme and this is taught for 1 hour per day in Reception and Year 1 and to those children in Year 2 who have not yet passed the phonics screening check. All children accessing phonics are grouped in accordance to their individual needs and are in appropriate groups coloured within the scheme. The bottom 20% of children within the scheme are identified and receive extra 1:1 tutoring to enable them to catch up with their peers. Children are assessed every half term as to their position within the scheme using the RWI assessment form and then grouped accordingly.

Reading

Once children have passed the phonics screening check in Year One and have an appropriate level of fluency, they will be assessed using the STAR Reading assessments to determine a ZPD score for the Accelerated Reader programme. This assessment will be repeated 5-6 times throughout the year to ensure that children are continually accessing texts appropriate to their level of reading and comprehension ability. Additionally, Class teachers will check reading speed and fluency with the required word reading list. The bottom 20% of children within each class are identified and receive extra reading support to enable them to catch up with their peers.

Maths

Small steps are used alongside the 'White Rose Maths' scheme. Small steps cover objectives for every unit. Teacher's should date the maths objective when it has been achieved. (This could be at the end of a lesson) Objectives are then highlighted green when pupils demonstrate further understanding independently (This could be in a White Rose end of unit test.) Teachers should dot pink any objectives that pupils have covered but do not yet achieved. Small steps are a way of checking on gaps in knowledge. Gaps should be addressed through pre-teaching and interventions. Gaps should be revisited before pupils move on to the second unit in the sequence.

History

Comparison of time periods lesson completed at end of second and third unit of History taught throughout the year for Key Stage 2 classes. The first unit could be a comparison back to time periods studied the previous academic year.

Geography

End of unit quizzes to be completed where they are provided in Plan Bee scheme.

RE

Lesson 5 in each unit should be used as an assessment of the children's learning.

PSHE

A pre and post unit assessment activity should be completed: once before the unit of lesson plans and once after they have been completed. The pre-unit responses provide a baseline to establish their prior knowledge, skills and attitudes, also identifying areas that will benefit from a particular

focus. Comparing 'before and after' responses helps to demonstrate progress and identify any remaining gaps.

Children should complete the pre and post unit responses with a different colour pen or pencil, writing the date to record which was used before and which was used after the unit. This will help you and the child to understand and celebrate their progress, along with identifying any further development needs.

P.E.

Teachers should complete Get Set4pe assessments after each unit. This helps build up a picture of whether a child is working below, inline or above the expected standard in all areas of physical education.

Assessment for Learning (AFL)

Underlying the AFL approach is the recognition that every teaching and learning task or activity offers assessment opportunities, and that AFL should be embedded in day-to-day classroom practice as a means of continuously assessing knowledge, informing future planning and interventions and providing feedback to improve pupil learning. Feedback and marking should be in line with the school policy. Strategies should include effective questioning techniques, checking for understanding, quality feedback, self-assessment and peer assessment, and using summative tests for formative purposes.

Assessment in the EYFS

Baseline Assessment

During the first 6 weeks in school, children will undertake the statutory reception baseline assessment. The RBA is an activity-based assessment of pupils' starting points in language, communication and literacy and mathematics.

Ongoing assessment and observations

Ongoing assessment is an integral part of the learning and development process in the Early Years. It involves Early Years practitioners observing children to understand their interests, learning styles and stages of development, in order to plan experiences that will challenge and extend their existing skills.

Each child has a unique set of abilities and talents, observations in different situations capture these first hand. Observing what they choose to do, what their interests are and what resources they are engaging with, provides practitioners with reliable information about children as individuals. Observations provide opportunities to gauge children's needs and so more accurately plan next steps in their learning. Systematic observations take place on a regular basis as part of the daily routine in Reception. Sharing and discussing observations with the children, their parents and other members of the Reception Team provides a starting point for a holistic approach that will ensure that the child is always central to what is planned.

Observations of achievements in Reception will be captured and recorded using Tapestry online Learning Journey. It is not expected that every observation will be recorded this way as some every day observations will add to practitioner's overall knowledge about the child.

Tapestry Online Learning Journey

Observations conducted using Tapestry will include:

- Indicating whether the experience is a **TDA** (Teacher Directed Activity) or **ChIL** (Child Initiated Learning).
- Cross-reference the observation to the corresponding Early Years Outcomes and Characteristics of Effective Learning.

Once registered, parents and carers can view their child's Online Journal and leave feedback comments.

EYFS Progress

Progress is recorded at key times in the academic year:

- End of the Autumn Term
- End of the Spring Term
- End of the Summer Term

Attainment grids will be produced for the prime areas of learning termly to enable easy identification of those children who are not making adequate progress from their last assessment point.

EYFS Profile

In the final term of Reception, a judgement for each aspect of learning is made for each child against the Early Learning Goals (ELG's).

One of the following judgements will be made:

- At the **Expected** level of development.
- At the **Emerging** level of development.

The judgements are submitted to the LA in June.

Monitoring

Monitoring of assessment will form part of the monitoring cycle in line with subject specific monitoring and the monitoring of marking and feedback. In addition, internal and external moderations will check that teacher judgements are secure.

This policy also should run in line with the marking and presentation policy that staff use on a day to day basis when marking books.

