

Kingsthorpe Grove Primary School



Assessment Policy

Person(s) Responsible for Document: *Louise Underwood*

Date Document Discussed and Agreed with:

(a) Relevant Staff:

(b) Governor/Relevant Committee: ***Standards and Achievement – 10th November 2020***

Date Document Ratified at Full Governing Body: **8th December 2020**

Signed:

A handwritten signature in black ink that reads "Frank Ashby".

Committee Chair

Signed:

A handwritten signature in black ink, appearing to be "A. Dow".

Chair of Governors

Signed:

A handwritten signature in black ink, appearing to be "A. Dow".

Head Teacher

Date Document to be reviewed: December 2021

***This policy may be amended following any government changes in the national assessments as a result of COVID-19.**

At Kingsthorpe Grove we aim to develop a positive attitude towards assessment that takes into account the rights of all children.

“Assessment is the judgement teachers make about a child’s attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing.” OFSTED

At Kingsthorpe Grove we believe that accurate formative and summative assessment are essential in ensuring the highest standards of teaching and learning. It forms the basis for teachers of what they should be teaching and to who. It allows children and parents to know areas of strength and weakness, and to understand where they have made progress and which areas still need development. Finally, it allows for school leaders, Governors and external agencies to make judgements about; the quality of teaching and learning, identify the progress of different groups across the school and the key areas for development within the school.

Statutory requirements for assessment

Formal assessments are carried out nationally at certain points throughout a child’s time in school. This data is used to measure both attainment and progress year on year and against a national standard. The current assessments are:

Foundation Stage Profile

Judgements made about a child’s attainment against the Early Learning Goals at the end of Foundation Stage.

Phonics Screening Test

Taken in Year 1 (June) to measure a child’s phonic skills. Children who do not pass in Year 1 can be reassessed in Year 2.

Key Stage 1 SATs

Taken in Year 2 (May/June) to assess a child’s skill in Reading, Writing, Grammar and Punctuation and Maths.

Key Stage 2 SATs

Taken in Year 6 (May) to assess a child’s skill in Reading, Writing, Grammar and Punctuation and Maths.

The school will continue to comply with all statutory assessments as set out by the DfE.

Internal School Assessments

Good assessment requires attention to detail and analytical skill. It involves teachers in: asking questions and interpreting answers; observing behaviours and responses to tasks; knowing if and when to intervene; and drawing on a wide range of evidence to build up a picture of a learner’s strengths and weaknesses. As a school we will engage pupils in the assessment process by building self-assessment strategies into our teaching. We will provide periodic summaries of attainment and progress through in-class tests, teacher assessment and the formal externally set tests.

Key Features of our assessment procedures

Our assessment procedures will:

- Make clear to all pupils our expectations in terms of learning behaviours
- Share learning objectives with pupils
- Help pupils to recognise the standards they are to achieve and have already achieved
- Involve pupils in self and peer assessment
- Provide feedback which leads to pupils recognising their next steps and how to take them

- Involve teachers and pupils in reviewing and reflecting on assessment information

Methods of formative assessment

- **Foundation Stage Baseline** – this will be made by the EYFS staff during the first few weeks of the child joining Foundation Stage. The judgements will be made based on evidence gathered through; observation within the setting, any prior nursery experience and information from the home visit.
- **Must, Should, Could** – All Literacy and Maths lessons (and other subjects when appropriate) will begin with the WALT being shared. Each WALT will be broken down into 3 expectations of what children **MUST** achieve, **SHOULD** achieve and **COULD** achieve by the end of the lesson. Both the teacher and the child will then assess how the child achieved against these 3 statements.
- **Marking Feedback Time** – following marking teachers will provide, where appropriate a next step to consolidate or challenge a child's learning. Children will be given time to complete these next steps at the beginning of the next lesson.
- **Writing Toolkits** – these will be part of the normal classroom practice used in the Talk4Writing model. They will be co-constructed with the children to ensure they are clear on the expectations for their writing. The children will be expected to use the toolkit as a means of self-assessing the quality of their own writing and as a guide to make improvements in their work.
- **Pupil Assessment Profiles (PAPs) Reading and Writing** – these profiles will set out all the key knowledge, skills and understanding that pupils must have, as laid down in the National Curriculum. They will be updated by teachers, as and when appropriate, throughout the year to be an ongoing record of what individual children have achieved and their competency in each skill. These PAPs will follow the child through the school and allow teachers to identify gaps in learning.
- **End of Unit Assessment Writing and Maths** - At the end of an English unit of work the children will complete an independent piece of writing. This will be marked and assessed against the requirements of the PAP and will be used to form the evidence base for children's attainment. In Maths, teachers will create End of Unit assessments based on the Age Related Expectations set out on their medium term plan. The outcomes from these assessments will be recorded on a grid and used by the teachers to inform interventions.

Methods of summative assessment

- **Progress in Reading Assessment (PiRA)**
This published test will be administered three times per year and will provide teachers with a standardised score which can be compared to national attainment. A reading age which will show

how a child is attained compared to their age and a gap analysis for individuals and a group. This numerical data will allow for pupil progress and attainment to be calculated and tracked over the year and through the school. Senior Leaders will also use this data in identifying vulnerable groups.

➤ **Progress in Understanding Maths Assessment (PUMA)**

This published test will be administered three times per year and will provide teachers with a standardised score which can be compared to national attainment. A maths age which will show how a child is attained compared to their age and a gap analysis for individuals and a group. This numerical data will allow for pupil progress and attainment to be calculated and tracked over the year and through the school. Senior Leaders will also use this data in identifying vulnerable groups.

➤ **Reading, Writing and Maths grade**

At the end of each term teachers will use the body of work produced to make a judgement against the PAP as whether a child is working at age related expectations or on track to achieve it by the end of the year. Where a child is not at age related a judgement will be made as to which age group they are working within. The judgement will be made using a best fit approach and looking at the amount of evidence found in the books and indicated on the child's assessment profile as well as considering any scores from tests.

Ensuring our assessment system is rigorous

As a school we will draw on the expertise within our school and also locally within the NTLP (Northampton Town Learning Partnership) as well as being subject to the scrutiny of the Local Authority and other external agencies. There will be an ongoing monitoring and evaluation of the assessment processes and the senior leaders will maintain a continuing overview of whole in-school assessment through:

- Monitoring of pupils' work – primarily by Subject Leaders but also SLT.
- Moderation across year groups and phases of learning – Phase meetings/staff meetings lead by Subject Leaders and SLT.
- Standardisation across year groups, phases, key stages and whole school – Staff meetings lead by SLT, Subject Leaders.
- Formal Testing – optional and statutory, used to validate teacher judgements.
- Pupil Progress Meetings (PPMs) – discussion with SLT about progress of pupils, collectively and individually. Moderation of assessment by SLT through scrutinising the evidence presented by the teacher.
- Professional development and support – SLE Literacy and Maths Subject Leader provide support and training to staff in their own subject specialism. Internal and external training provided to support development of staff.
- Parent's Evenings and meetings – staff report on pupils' progress and attainment to parents keeping them informed of where their child is.

Tracking

Pupils' progress and attainment over the year and through the school will be tracked, with data collection occurring at three main points during the year (with the exception of FS Baseline). These points will be around November, March and July.

Teachers will set end of year targets in September for reading, writing and maths. The targets should be the age related expectation as a minimum, unless the child has significant EAL or SEND. Where a teacher feels that a child is at risk of underachievement but that child does not have EAL or SEND they should raise it with SLT and target the child for accelerated progress.

At the data collection points teachers will make an informed judgement, based on the evidence sources listed previously in this policy, as to whether a child is on track to meet their target. If a child is exceeding, then the teacher may revise the target upwards.

Teachers will be expected to analyse their class data in order to identify pupils who need to be a focus in PPMs. Middle and senior leaders will look across phases, whole school, at classes and different vulnerable groups. Both progress and attainment will be focused on and all data analysis will be shared with the Governors following its collection.

The analysis will drive the focus of whole school developments, individual performance management targets and the allocation of support and resources across the school.

Evaluation and Review

The school will continually review this policy and our procedures in line with any DfE updates or guidance as well as ensuring that our processes are fit for purpose and continue to meet the Key Features set out above.