

Assessment Policy

Status	Non-Statutory
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Name of Chair of Governors	Christina Powell
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Our school is committed to dreaming big. Never resting on our laurels. The curriculum is always developing and improving. Delivering the new skills and knowledge we will need for the future. Our school is a harmonious place to be. Where dreaming is nurtured. Where we know through hard work and kindness, every dream is possible.

Introduction

Our assessment system gives reliable information to parents about how their child, and the school, is performing. It helps drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.

Aims

- To raise standards.
- To ensure that data from school to pupil level is presented and recorded with clarity and consistency.
- Class teachers should use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners.
- Pupils should be given appropriate feedback on their learning from the formative assessments carried out by class teachers, **where deemed appropriate** they will also be informed of summative outcomes.
- School Leaders should be able to use summative assessment as a tool for monitoring the progress and attainment pupils make, to ensure the school is helping pupils achieve their potential.
- Assessment systems should ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
- Assessment should be used to inform the school's decisions about the deployment of Teaching Assistants and other resources
- Parents should be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors, the Leadership Team and Subject coordinators should be able to use data to ensure the school is supporting pupils learning effectively and to provide data for inspection teams to show how children are performing**.**

This policy is underpinned by the following key principles:

- Assessment should have a purpose at every level for everyone involved; there will be a reason for each assessment.
- Assessment will illuminate strengths and areas for development and teaching will be adjusted accordingly
- The children will understand why and what they are being assessed for and will have feedback from each assessment
- Self assessment by the children will be included whether oral or written, formal or informal
- The Assessment policy which details target setting, record keeping and reporting will be regarded as a working policy and as such staff will regularly assess and monitor its effectiveness
- End of year targets for children will be aspirational but realistic. Context will be considered as will national floor standards. Targets are set by SLT in collaboration with the SENCo and Class Teachers.
- Curriculum targets are ongoing. These will be mapped by year group expectations using our Progress Tracker and monitored daily/weekly through quality marking, feedback and next steps.

General overview of summative assessment in Meadlands Primary School

Assessment weeks take place every term. *** Refer to assessment cycle.**

Tracking
Pupil attainment & progress is tracked on our **Progress Tracker** document.

Terminology and colour coding have been selected for consistency and clarity and it is therefore the expectation that Meadlands staff, children, parents and Governors use this terminology consistently.

Working outside ARE – Pupil is not accessing their year objectives for ARE and is working well behind. (PKS)

Working towards ARE – Pupil learning is chiefly focused on the objectives for ARE, but the child is working behind. (WTS)

Working at ARE – Pupil learning meets expected ARE for their year objectives. (EXS)

Working at greater depth: Pupil exceeding ARE. (GDS)

When reporting to parents and governors we will use the terminology:

- Pre-emerging (PKS)
- Emerging (WTS)
- Expected (EXS)
- Exceeding (GDS)

Example: If a child has a colour code of "yellow" each term, they are consistently working at the expected level (EXS).

If a child is working at a "pink" but targeted at a "yellow", they are falling slightly behind.

Autumn Term
The final assessment before the start of a new academic year takes place in July. Class teachers receive details of the child's previous achievements in R, W and M.

At the start of the academic year teachers will be presented with class and individual targets for R, W and M, which are set by SLT and are fixed.

More able pupils: The nature of the NC and Assessment Policy is for children to remain within year group and more able children given the opportunity to master and deepen their knowledge rather than race on through grades at a superficial level without time for consolidation of application of skill. With this in mind, at Meadlands school, children will remain within year group unless a wide range of evidence provided by class teacher shows an ability way beyond the mastering level of their year group. In such cases, it is at the discretion of the Headteacher who will work alongside the class teacher to decide best provision for the pupil. In some circumstances it may be appropriate for that child to have lessons for particular subjects out of year group with a clearly defined purpose and goal.

We acknowledge that children may exceed year group expectations in one subject but not others and will respond to this appropriately.

At Meadlands we welcome the opportunity to give our children the chance to deepen their knowledge, be truly challenged in the application of skill in order to secure higher level attainment. It is the class teacher's role to coach and offer opportunities. Class teachers need to feel confident that pupils are able to do this consistently and across a range of genre/unit. Mastery level will be supported by

- Well-planned open-ended tasks
- Differentiated teaching styles
- Well matched resources
- Teaching Mastery Maths
- Challenge questions

Year 1 pupils:
During the Summer Term 2 and Autumn Term 1 the Reception and Year 1 teacher work in collaboration to ensure a smooth transition from the EYs to KS1 curriculum.

Targets for Year 1 pupils will be set at the end of the Autumn term, once formative and summative assessments have been carried out. This will be in collaboration with the class teacher.

SEN pupils:
Formative and summative assessment is used to identify and monitor children with Special Educational Needs. These children are supported by the Code of Practice. Their attainment will be monitored closely and logged on a SEND Support Plan. According to individual need they may require:

- additional time or interventions with classroom assistant or teacher
- Specialist support from our SENCo or TA support team
- outside support agency

SEN pupils may have additional targets which in turn support academic success which may be detailed on their SEND Support Plan. We recognise that some pupils may need to follow an adapted curriculum and therefore our assessment method must also be adapted and support a more suitable approach.

For pupils with an EHCP, targets will come from the EHCP **and tracked termly as part of progress meetings**. Teachers will use their understanding and judgement of the child to formulate a target which may not be deemed academic but nevertheless appropriate for success. Meaningful measurements may include targets linked to communication, social skills, physical development, resilience and independence.

Children on the SEN register may receive additional targeted interventions. The interventions are tailored to their needs and delivered by staff with expertise in a certain area. A baseline is taken at the beginning of the intervention and then assessed at the end of the programme to measure impact.

As well as reading, writing and maths interventions, we also believe strongly in the importance of confidence and self-esteem being gateways to successful learning. Therefore, we have a dedicated ELSA (Emotional Literacy Support Assistant) at school three days a week who runs both 1:1 and group sessions.

Examples of interventions that have taken place at Meadlands:

- RWI
- Reading comprehension
- Speech and Language groups
- Book clubs
- ELSA support
- Forest Schools
- Maths pre-teach boosters
- Handwriting boosters
- SATS reading and maths boosters

Assessment in Early Years.
In Early Years we assess across 7 different areas of learning. These areas consist of **3 prime areas**:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

And **4 specific** areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design.

Each area is then broken down into sub-sections and we assess the children in these sections against age bands. Each age band is assessed in 6 steps.

Expected progress for children in Nursery is 4 steps and are aiming to be working at a 30-50 Months Secure level, anything above 2 steps will be classed as better than expected progress.
In reception the typical progress is 6 steps and anything above this will be classed as better than typical.

At the end of reception, children need to reach a **Good Level of Development** (GLD) which is assessed by the children reaching the Early Learning Goal (ELG) in all prime areas of learning plus Literacy and Maths. At the end of reception their final assessment in each area of learning is given a number 1 or 2.

- 1 – The child is emerging the ELG and working below age related expectancy,
- 2 – The child is expected and has achieved the ELG and working at the age-related expectancy

We assess mainly through observations of child-initiated play. This is where the children are allowed to explore the area and the activities we have set up and lead their own learning. We keep a record of all of our observations and adult led work in the children's learning journals and electronically using the Progress Tracker tool; this enables decision making on the child's next steps.

More able in EYs: During early years the child's brain develops faster than any other time but as individuals the children will develop at their own pace. In some children we will see an early rapid development followed by a more consistent development over the two years where others will make significant jumps throughout Nursery and Reception. Because of this it is hard to recognise those children who will be considered as more able but as this becomes more apparent towards the end of early years we will be able to highlight these children and target them appropriately. Until this time, we do work with groups of children and challenge them appropriately for the level they are working at presently.

SEN in EYs: In-line with the rest of the school assessments and observations are made to identify and monitor children with Special Educational Needs. We will work closely with these children supporting them with their targeted area and provided interventions were possible. Like with more able pupils it is sometimes hard to recognise some forms of Special Educational Needs as it may be developmental however, we work with other agencies to ensure we support our children and their needs appropriately. Until an EHCP or School Action is in place we will work with children who need extra support and tailor the learning accordingly.

Parents know their child the best and therefore it is really important to involve them with assessing what the child can do. At the beginning of the year we ask the parents to fill out an "All about Me" booklet which highlights basic skills which they know the child can do, we can then feed this into our assessments.

Parents have the opportunity to comment on pupil observations via the Learning Journals app and this will show on our records.

Targets

End of year attainment targets will be set by SLT in discussion with class teachers. They will be personalised and ambitious and reference prior attainment. We have high expectations for all. These targets will be continually reviewed by the class teacher to ensure they remain appropriate (the opportunity to discuss this is at the termly progress meetings) and may be changed where necessary, but only by a member of the SLT.

Good progress at Meadlands Primary School is defined as the number of children on track to achieve their *individual* end of year target.

- Progress is measured for all pupils every term.
- What constitutes good progress is different for each child.

- Attainment targets are aspirational, placing Meadlands in the top 5% of schools nationally, whilst taking into consideration important contextual information about each child.
- Any child falling behind their termly progress target or needing to make accelerated progress to achieve their end of year attainment target is identified and appropriate support put in place.

Children are expected to know what their next step is and be empowered and motivated by these. And such targets are easily identifiable by the 'next step' stamp. * Refer to marking policy.

Note: Parents have the opportunity to track their child's next steps during book looks and parent consultation evenings.

Early Years pupils: have next step target charts which are based on any of the key domains of learning and shared with parents.

Reporting to Governors:
The following information will be shared with the Governing Body:

- % of pupils on track to achieve their targets within each year group
- Performance of significant groups in each year group and across the school (SEN/non SEN)
- Performance within key subjects, English, Maths and Science
- Breakdown of SEN so as a percentage for school, clarity on performance of SEN, SEN + and EHC plan

Progress meetings:
Will identify those children who either need further support or further challenge. The class teachers will create a termly intervention timetable for their class and present this to SLT.

Summative Assessment

We use summative assessment to gain a snapshot of a child's knowledge, usually using tests or focussed tasks. The following tests are administrated:

Writing:
Half-termly teacher assessment of a range of extended pieces in books throughout the year. Over a half term ***a minimum of*** 2 pieces of extended writing must be collected. **Moderation** is carried out ***at least*** termly and opportunities to do this are either peer to peer within Meadlands or with colleagues from another school, with members of SLT or external advisors.

Reading:
In Years 1-6, comprehension skills are tested by using NFER reading assessments. Results feed into teacher judgments to produce the child's overall attainment level which is logged on our Progress Tracker using our colour code.
Children in Year 6 make use of past SATs papers as they work towards their comprehension targets.

Children who are on the SEN register and receiving an intervention for reading comprehension will be assessed at the beginning and end of their intervention.

Reading Records (Years R-3): Staff, volunteer adults and parents listed to children read regularly and all comments are logged in the Reading Records. Class Teachers monitor progress and decide when a child can assess a higher level of book. Records of this are kept in the class Reading Record Folder. This is monitored half termly by the Reading Lead. If a child reads individually notes are made on an individual form.

Any children who are in upper key stage 2 and 'closing the gap' for reading will also have a reading record.

Spelling:
At Meadlands, children in Years 2-6 are tested on spellings half-termly. The results feed into planning and are analysed and overseen by the English Lead.

Grammar:
Grammar is taught within English lessons and therefore assessed formatively.
In Year 6, children are tested termly using previous SATS GPS papers in order to track progress and identify gaps in learning.

Maths:
From year 1 to 6, weekly times table tests and arithmetic tests take place across the school. Termly NFER assessments are used to test arithmetic and reasoning skills and results are logged on our Progress Tracker and used to inform planning and teaching.

Science:
Teachers carry out teacher assessments for science at the end of each taught unit of work. Marks are logged and feed into the end of year attainment on our Progress Tracker. Teachers will assess using our colour code: Working outside ARE (PKS), Working towards ARE (WTS), Working at the expected standard (EXS), Working at Greater Depth within the standard (GDS).

Monitoring Foundation subjects
For foundation subjects, teachers carry out formative assessment on an ongoing basis but also carry out spaced retrieval quizzes at the end of each unit of work, which feeds forward in to planning and is used to ascertain the end of year attainment grade which is logged on our Progress Tracker.

Year 6:
At the start of Year 6, a baseline is established by using past SATS papers. This forms the basis of target setting and feeds into teaching and revision.

National Statutory tasks and tests:
These are externally produced national tests taken in Reception (GLD), Year 1 (phonics), Year 4 (MTC) and Year 6 (SATS). In KS2 all tests are marked externally and as in previous years results are made available in early July. This year the results will be a standardised score out of 100.

Passing on information
At the end of the academic year, teachers meet and agree current targets through moderation; this is an opportunity to hand over information about the class they are passing on.

Reporting To Parents
Parent consultations are held twice a year. The basis for discussions is the child's academic progress, including assessment results, targets, attendance, punctuality and behaviour.

Parents also have the opportunity to look at their child's work during book look afternoons. Parents or teachers may request consultations at other times.

At the beginning of July, each parent receives an annual written report for their child which comments on their child's progress in each curriculum area, behaviour and gives assessment results for the end of the year.

The school's overall results and targets for Year 6 are also reported to parents via information on the website.

Facilitating Assessment

The Leadership Team at Meadlands acknowledges the need for accurate, current data. In order to facilitate time for these assessments there is an understanding that:

- Release or INSET time may be provided for marking of assessments, completion of paperwork and annual reports. This time is important for SLT as much as it is for class teachers.

- There is a regular and clear cycle of moderation

Storage of Assessment Information
Children's data is stored on our Progress Tracker.

Professional Development
We recognise the importance of continued professional development and actively seek opportunities for subject leaders to attend Network meetings, class teachers to develop networks between colleagues in the locality, the Head Teacher and Assistant Head Teacher to attend specific Assessment lead network meetings.

ASSESSMENT CYCLE

