ULEY C OF E PRIMARY SCHOOL
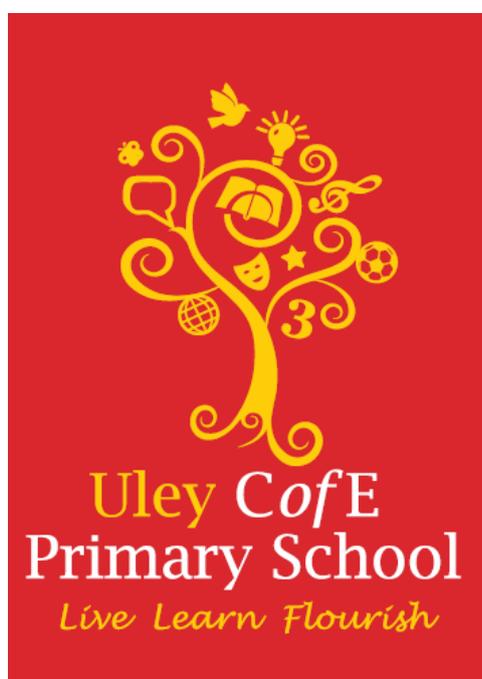
ASSESSMENT POLICY

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

ETHOS STATEMENT

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Our School Vision

Live – Learn – Flourish

- Live: at home, in school, and in our local community

- Learn: about self, others, and our ever-changing world

- Flourish: be the best we can be in all that we do

Our School Mission

- We give all – pupils and staff – the opportunities and encouragement to be the best that they can be

- We create an environment that has the right balance of challenge and support

- We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas

- We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do

- We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community

- We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision "I have come that they may have LIFE, and have it to the full". (John 10:10)

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:
- creating an inclusive, caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

Aims

At Uley Primary School, we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. We have created a broad, balanced, rich and vibrant curriculum, to excite and motivate our children, enabling them to develop confidence in themselves as independent, enthusiastic life-long learners.

At Uley Primary School we aim to provide opportunities that will enable all our children to become successful learners who enjoy learning, make progress and achieve. We encourage our children to be creative and imaginative and develop a lifetime love of learning.

We believe the key purpose of assessment is to move all children on in their learning in order for them to reach their full potential, now and in the future. Continual monitoring of each child's progress gives a clear picture of what each child is achieving and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- enable individual pupils to make progress in their learning;
- be underpinned by confidence that every child can improve;
- involve both teacher and pupils reviewing and reflecting upon assessment information;
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- include reliable judgements about how learners are performing, related, where appropriate, to national standards;
- enable teachers to plan more effectively;
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels;
- enable parents to be involved in their child's progress;

Assessment at Uley

There are three main types of assessment used at Uley:

Formative Assessment –Assessment for Learning
This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment – Assessment of Learning
This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year). Uley School acknowledges that there is a role for checking learning through formal assessments however; we also acknowledge that this should be a conducted in a positive and constructive manner.

Nationally Standardised Summative Assessment
This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Formative Assessment

Day-to-Day Formative Assessments
This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and Success Criteria.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Mastery Learning
'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end' (**Commission on Assessment Without Levels, Autumn 2015).**

Summative Assessment

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:
- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

English
- Update of Classroom Monitor tracking grids for reading and writing based on focused marking and observations of children's learning
- Independent/guided reading records
- Independent writing samples
- Assessments of phonic and spelling phase for each child
- Termly Rising Stars Spelling, Grammar and Punctuation Assessments
- Optional and previous SATS papers

Spelling and Reading Ages
At the start of every term all pupils (who can access the tests) are tested using the Single Word Spelling Test and Single Word Reading Test. These tests generate Spelling and Reading Ages that can be compared against a child's chronological age. Any pupil working below their chronological age is offered extra spelling or reading support through a targeted intervention. Progress is carefully tracked at the end of subsequent terms using repeat tests.

Mathematics
- On-going update of Classroom Monitor tracking grids for Mathematics based on focused marking and observations of children's learning
- Termly Rising Stars Assessments
- Optional and previous SATS papers

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Assessment of the Early Years Foundation Stage (Reception) children

On entry to Reception children undergo a baseline assessment. This entails using transition information from pre-school settings and observations over a period of time. This information will be used to assess the progress of children who enter reception year. The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the early years foundation stage (EYFS) and to the key stage 1 national curriculum in English and mathematics.

Children at the end of the EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals. EYFS children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each early learning goal and whether they have achieved a good level of development.

Phonics Screening Year 1

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6).

End of Key Stage 1 tests

All pupils will sit the following tests at the end of Year 2:
- Reading
- Grammar, Punctuation and Spelling - optional
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:
- Reading
- Grammar, Punctuation and Spelling
- Mathematics

- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

Assessment Points

Learners will be assessed whether they are in line with, above or below age related expectations throughout the year. At each assessment point teachers will use their formative knowledge of the child and summative assessments to make a judgement.

All teacher assessment information is stored within 'Classroom Monitor' an attainment and progress tracking and analysis tool.

Assessment Point 1 (September) to double check attainment on entry to the academic year
Assessment Point 2 (January)
Assessment Point 3 (May) Year 2 and Y6 statutory tests
Assessment Point 4 (end of the academic year)

Assessment in Years one to six:
(In addition to / other than statutory end of Key Stage tests)

From September 2015 all children at Uley are being assessed against the new National Curriculum for reading, writing and mathematics using the Rising Stars Progression Frameworks on Classroom monitor, our schools assessment and tracking software. For each year group there is a set of **Age Related Expectations** (ARE's) for a child to meet in core and non-core subjects. These are a set of statements which clearly outline the skills and knowledge which a child should achieve by the end of a particular year.

Statements are clearly organised so that teachers can see how pupils are expected to progress through Key Stages 1 and 2. Each progression statement is accompanied by three 'what to look for' guidance notes that enable teachers to evaluate individual pupil's progress against the statement and to identify the next steps in learning. These are:

- Working towards expectations
- Meeting expectations
- Exceeding expectations

At Uley we collect assessments from Classroom Monitor three times a year against the ARE's for reading, writing and mathematics. In order to make a judgment on the % of the ARE's a child has met each term we use a range of evidence – work in books, tests, mini assessments, observations, annotated planning. Over the year the % of ARE's a pupil has met will be tracked using Classroom Monitor software to ensure all learners are making good progress.

At the end of the academic year, the total % of ARE's a child has met will then be converted into an end of year judgement. The end of year judgement will report as to whether a child is '**Beginning**', '**Developing**', '**Secure**' or '**Exceeding**' within the ARE's for their year group. For each end of year judgement a % of the ARE's must be met as shown below:

Judgements Per year group	% ARE's achieved	What this means
Beginning	10% - 27%	This child is working below the ARE, having met less than half the expectations.
Beginning +	27.5% - 44%	
Developing	45% - 64%	The child can demonstrate an understanding of more than half of the Age Related Expectations for their year group and so are almost working at the expected standard.
Developing +	65% - 84%	
Secure	85% - 92%	The child has mastery of nearly all of the Age Related Expectations for their year group and so are securely working at or above the expected standard.
Exceeding	93% - 100%	

The AREs in Reading and Writing are equally weighted. However, the mathematics AREs are not equally weighted, with some named as 'key performance indicators' (usually linked to understanding of number and calculations) which have a higher weighting than those relating to shape, space, measures and statistics

Digital records are kept for each child, using the Classroom Monitor software, indicating which ARE statements have been taught and the level of understanding independently demonstrated by the child when the statement is assessed. These records are kept for reading, writing and Mathematics

Each statement is RAG highlighted to show whether they have:
- RED – been taught the statement but have only limited understanding or recall;
- Amber – have demonstrated a satisfactory level of understanding but have not yet fully mastered the concept; or
- Green – demonstrated complete understanding and mastery of the Concepts
- Blue – working at greater depth

From September 2016, all year groups have been assessed against the ARE's and this is what will be reported to parents

Progress using Classroom Monitor
Throughout the year we will look to see if the children are making the expected points progress.

- Pupils showing 3 points progress in a year (e.g. July 16 to July 17), have made expected progress.
- Pupils showing more than 3 points progress in a year have made more than expected progress.
- Pupils showing less than 3 points progress in a year have made less than expected progress.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that Year Group and are initially classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our SEND list. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales, objectives or tests from a different year group.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. All pupils are accessed using the Speech/Language Link test during their first few weeks in Reception. This assesses all aspects of speech and language and any child who is highlighted in red is discussed with our school's Speech and Language Therapist. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. SEND pupils are set SMART targets within their My Plan (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of My Plan targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings teachers meet with the SENDCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Uley the following takes place:

- Moderation of Reading, Writing and Mathematics assessments made on Classroom Monitor (at whole staff meetings)
- Schools' Cluster: Moderation of Reading, Writing and Mathematics on Classroom Monitor (all year groups)
- Early Years cluster meet regularly to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Parents will be informed as to where their children are working in relation to the end of national expectations for the year group in each subject.

End of Year Attainment		Attitude to Learning	
WT	Working towards national expectations for age	NI	Needs to improve
ARE	Working at national age related expectations	G	Good
AARE	Working above national expectations for age	VG	Very good

Reporting to Parents

- Termly Parent Consultation Meetings (autumn and spring): these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets). We give parents a copy of curriculum objectives and targets so that they can support their child's learning at home.
- Annual Reports (including end of academic year assessment results)
- The results of statutory assessment

Reporting to Governors

The Head Teacher's reports data to Governors throughout the year to enable them to monitor the standards in the school. The end of year statutory results are analysed to identify strengths and any areas for development.

Pupils

Through our formative assessment strategies pupils get instant feedback on a daily basis. Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking.

Links to other policies and documents

Please refer to:

- Teaching and Learning Policy – currently being created
- Marking Policy
- Curriculum Policy – currently being created

Review dates:
June 17, January 18, Summer 19