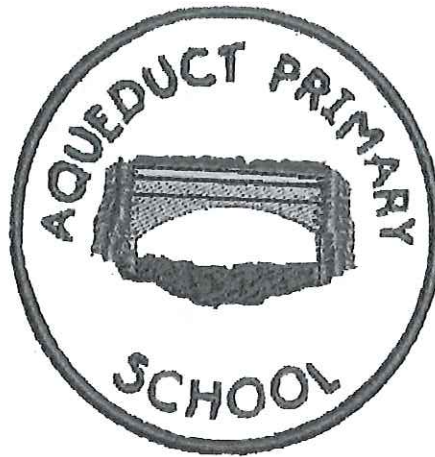


Aqueduct Primary School

Assessment Policy



2017

Discussed and Agreed by Governing Body	
Next Review Date	November 2018

Signed C-L Marsh Date 23/5/17

Signed T. Lockley Date 23.5.17

Introduction

At Aqueduct Primary School our assessment policy is linked to age related expectations. It informs our planning and is an integral part of teaching and learning.

The curriculum is organised to fit a series of age-related expectations (AREs) throughout each term, in each year group. This is to ensure the required depth teaching and learning is evidenced.

We use a system of continuous formative assessment which is tracked in pupils' books as well as teacher's own records. This allows pupils', teachers and other agents to see pupils' progress 'at a glance.' It also serves to give pupils agency in monitoring their own progress. This system is used in years one to six to track progress in Reading, Writing and Maths (in three subcategories: Number, Arithmetic, Measure & Geometry). Dates are provided alongside the recorded targets to provide an easy means of interrogating evidence.

Evidence will often take the form of written work in the associated books, though may also be gathered through formative assessment methods or recorded observations by teaching staff. All pupils are assessed against AREs appropriate to their abilities. This allows for the accurate recording of **progress** for **all** pupils. Tracking progress in this manner allows for regular pupil progress discussions which include action plans for accelerating progress and 'closing the gap' with those pupils not currently working at ARE and ensuring the continued good progress of any pupils with prior attainment at 'Greater Depth'.

The assessment policy is open to review and discussion and is a living document. It will continue to be informed and updated by amendments to government policy and in response to staff CPD.

Aims of the policy

- Track children's attainment and progress, against ARE, to inform teaching and learning.
- Provide a consistent approach to ongoing assessment across all subject areas and year groups.
- Ensure that children make good progress and that their attainment is in line with Age Related Expectations.
- Ensure formative assessments are part of day-to-day teaching and learning, in every classroom.
- Regularly review assessment data enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and disabilities and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide meaningful and easily understood information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities:

Governors:

- Monitor whole school data.

- Monitor assessment practices in school.

Senior Leadership Team:

- Set realistic whole school targets as part of the RAP.
- Provide training for teachers to ensure a good understanding of our assessment system and its purpose.
- Lead and monitor whole school assessment practices, providing timely feedback and support as necessary.
- Moderate teacher assessments and tests. Throughout year group and key stage teams.
- Analyse data for school improvement and reporting.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements in the defined termly 'assessment windows'.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching Assistants:

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers:

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

How assessment outcomes are collected and used

We use 3 key forms of assessment:

1. In-school formative.
2. In-school summative.
3. Nationally standardised summative (end of Key Stage statutory assessment).

In-school formative assessment

Formative assessment takes place during and alongside day to day learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- assessment for learning task at the start of a lesson.
- Questioning during lessons.
- marking of pupils' work - **in line with the agreed marking policy.**
- observational assessment
- regular short re-cap tasks - such as those detailed in the medium term Maths planned.
- use of peer assessment and talk partner discussions to recall learning and peer learning.
- drawing assessment evidence from work in all areas of the curriculum, getting a fuller measure of pupils' attainment and development.
- use of the appropriate Interim Assessment Arrangements for pupil writing.
- child self-assessment, reflection on learning, using our **Building Learning Powers.**

We use the Cornerstones Assessment model to support our formative assessment methods.

Essential Skills, is a toolkit, based on end of year age-related expectations, which are used to inform planning in reading, writing and maths. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

Assessment and Moderation Grids are used to assess and record attainment in reading, writing and mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children's attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children's attainment. If a child has achieved the **vast majority** of skills on a grid, they can be judged to be working at that age-related expectation. If a child is working below the age-related statements on a grid, they are assessed using the previous grid. A child working at **Greater Depth** should not only have evidence of having achieved the vast majority of skills for their age related expectations, but the evidence must be of a **quality which demonstrates the depth of their understanding**.

ARE Expectations	Working below the expected Standard	Working at expected Standard	Working at Greater Depth
End of KS1 ARE	7 years, 2 months or <	7 years, 6 months	7 years, 8 months
End of KS 2 ARE	11 years, 2 months or <	11 years, 6 months	11 years, 8 months

Teachers **moderate** work at similar levels across school and with other schools, as part of the **central cluster group** to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a range of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that all aspects of the age-related expectation are mastered before moving them on. The Cornerstones progression of Developmental Skills allows for children's learning to be extended at an appropriate pace.

In-school summative assessment:

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

The Cornerstones system records ARE milestones for each term and year group using the following metric:

Pupil's progress is measured in years and months, with 12 months being the expected progress in one year.

We are currently waiting for the government to issue guidance on the weighting of subject areas. In the old national curriculum in mathematics, number carried approximately a 70% weighting. English composition was also highly weighted compared to spelling, vocabulary, punctuation and grammar. Our current approach is to bear the old 'weighting' in mind when making professional judgements of in-year attainment. We will review this when government guidance becomes available.

Use of maths tests in school:

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Y1	5	10	6	2	6	6
Y2	6	10	7	2	7	6
Y3	7	10	8	2	8	6
Y4	8	10	9	2	9	6
Y5	9	10	10	2	10	6
Y6	10	10	11	2	11	6
Y7	11	10	12	2	12	6
Y8	12	10	13	2	13	6
Y9	13	10	14	2	14	6

Arithmetic tests:

Cornerstones Arithmetic Tests have been created to help prepare children for the end of key stage SATs and test the children against the age-related expectations outlined in the statutory curriculum for maths. The tests contain a range of non-contextualised number problems which are to be solved in a limited amount of time - testing the child's ability to recall number facts and calculate, using appropriate strategies, quickly and accurately. These assessments are used on a termly basis as part of our summative assessment window.

Reasoning tests:

Cornerstones Reasoning Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics. The tests are based on the statutory programmes of study for key stage 1 and key stage 2. The tests cover the aspects of the curriculum that lend themselves to problem solving and application, and are designed so that all children can access the paper and achieve at their own level.

The Reasoning Tests comprise of two papers, which are presented to pupils as two separate test papers. The papers present a range of mathematical reasoning and problem-solving questions. The tests are administered at the end of each term along with the corresponding arithmetic test as part of a comprehensive summative assessment.

Use of Reading and Spelling, Grammar and Punctuation tests in school:

Reading tests:

As part of our ongoing commitment to ensure that every child is a proficient reader by the time they leave our school, we assess reading using the PIRA series of summative assessments. These assessments take the form of an Autumn, Spring and Summer paper for each year group. Analysis of these assessments allows teachers' to track a pupils reading age (with comparison to their chronological age) and standardised scores, as well as raw assessment scores. This helps to inform teachers' assessments of attainment and progress and subsequent cycles of teaching and learning.

Spelling, Grammar and Punctuation Tests

Pupils are explicitly taught spelling, grammar and punctuation on a daily basis and the application of these aspects is modelled through the taught composition of writing. Pupils are assessed in their

understanding of spelling, grammar and punctuation on a termly basis using Rising Stars Spelling, punctuation and grammar tests. These tests match the format of the end of Key Stage Statutory Assessments and help pupils adequately prepare for the rigours of such assessment while also providing summative assessment evidence.

Writing

Summative assessments of pupils writing are provided by teachers on a termly basis informed by a summative piece of extended writing to be considered alongside the ongoing formative assessments. Writing is moderated within Key Stage Teams on a termly basis and across Key Stages at the end of the Summer Term. This is to ensure that judgements are sound, secured in evidence and not in any way 'questionable', thus providing a **secure foundation of attainment on which to build future progress**. The Interim Assessment Arrangements for writing are used to assess pupils at the end of Y2 and Year 6.

How results of summative assessments are tracked through school:

We use the Cornerstones Progress and Attainment Tracker to track pupil progress and attainment, and create and filter tables to ensure assessment is an integral part of classroom practice and school improvement. Data from summative teacher assessments and judgements are entered. This is done termly for Reading, English and Mathematics (in three sub-categories). The senior leadership team use the Progress and Attainment Tracker to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The tracker highlights children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment data is communicated to all stakeholders, including parents, governors and Ofsted.

Nationally standardised summative assessment:

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in-school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception baseline check
- Year 1 phonics screening test
- End of KS1 SATs in English and maths (end of Year 2)
- End of KS2 SATs in English, maths and science (end of Year 6).

Assessing children with SEND:

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing the most able children:

Children who consistently meet and exceed their age-related statements throughout a term will be judged to have shown a greater depth of learning in that subject/subject area. They can then be recorded as being two months ahead of their age related expectation as a reflection of this. There is an expectation that teachers provide evidence of regular **challenge** appropriate to these pupils' abilities. This is reviewed as part of termly pupil progress meeting between teachers and the head teacher.

Assessing children in EYFS:

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents an holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Teachers use the Cornerstones EYFS Development tracker to record children's progress in the typical behaviours for 22-36 months, 30-50 months and 40-60+ months.

An overview of important dates:

September

- Ratify/moderate summer data using Assessment and Moderation Cornerstones Grids.
- Report to governors/other required bodies.
- Y2, Y6 Baseline testing and Attainment and Gap Analysis.
- Reception baseline.
- Teacher performance management.
- Pupil progress/target-setting meetings.

October
(End of Autumn 1)
Beginning of
December

- English moderation in year groups utilising AM Grids.
- Mathematics summative tests (including Y2 -Y6 Cornerstones Arithmetic Test 1 and Autumn Mathematics Reasoning Papers 2 and 3). Attainment and Gap Analysis.
- Summative tests for reading and SPAG.
- Writing assessment using AM Grids.
- Reading assessment using PIRA Autumn Test.

December
(end of Autumn 2)

- Input data to tracker.
- Analyse data/moderation.
- Y2 & 6 Practice SATs tests.

January

- Pupil progress meetings.

February
(End of Spring 1)

- English moderation in year groups utilising AM Grids.
- Teacher performance management reviews.

March/April
(End of Spring 2)

- Mathematics summative tests (including Y1 -Y6 Cornerstones Arithmetic Test 1 and Spring Mathematics Reasoning papers 2 and 3). Attainment and Gap Analysis.
- Summative tests for reading and SPAG.
- Writing assessment using AM Grids.
- Reading assessment using PIRA Summative reading

assessments and Cornerstones grids.

- Input data into tracker
- Data analysis and moderation.
- Pupil progress meetings.

May

- National testing in Y2 and Y6.
- English moderation in year groups utilising AM Grids.
- SPAG Tests Y2-6

June/July

- Y1 phonics test.
- Y1 -Y6 Summative tests (including Cornerstones Arithmetic Test 1 and Summer Mathematics Reasoning Papers 2 and 3). Attainment and Gap Analysis.
- Summative tests for reading and SPAG.
- Writing assessment using AM Grids.
- Reading assessment using PIRA
- Y2 and Y6 teacher assessment against interim frameworks.
- Transition meetings and class information handover.
- Finalise teacher assessments - input into tracker.
- Data analysis.

Equal Opportunities:

Equal Opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.